

Carey, L.G.
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American history course of study for grade
eight or junior high school.

AMERICAN HISTORY COURSE OF STUDY
FOR GRADE EIGHT OR JUNIOR HIGH SCHOOL

December - 1947

Lillian G. Carey

BOSTON UNIVERSITY
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THESIS

AMERICAN HISTORY COURSE OF STUDY
FOR GRADE EIGHT OR JUNIOR HIGH SCHOOL

Submitted by

Lillian Gertrude Carey
(A.B., Boston University, C.L.A. - 1933)

In Partial Fulfillment of Requirements for the
Degree of Master of Education

1947

First Reader: George K. Makechnie, Professor of Education
Second Reader: Franklin C. Roberts, Professor of Education
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✓

Gift of L. G. Carey
School of Education
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AMERICAN HISTORY

COURSE OF STUDY FOR GRADE EIGHT.

OR JUNIOR HIGH SCHOOL..

AMERICAN HISTORY

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CHAPTER I-FOREWORD

Major Problem Statement: To build a new course of study in American History for Junior High School.

Analysis of the need for the major problem: An individual need for a new course of study as a result of-

1. A growing dissatisfaction with the existing course of study. Investigation proved that the present outline had not been revised for many years.
2. The adoption of a new textbook.
3. The amazing lack of ability on the part of the pupils to put into practice the skills necessary to acquire a minimum amount of American History - facts or understandings.
4. A great need for some organization of materials and subject matter to meet the widely differentiated individual needs of the various groups required to take American History in Everett Junior High School.
5. The need for uniformity in scope, methods, content, skills, and general aims and objectives.
6. A realization that history must be made more interesting, and stimulating because of implications that arise today.:
 - a. Changes in global geography due to World War II.
 - b. Our changing relations with Latin America and the Far East.
 - c. Current emphasis on democratic living, on character and ideals in education, on human relationships.

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a. Changes in global geography due to World War II.

b. Our changing relations with Latin America and the

Far East.

c. Current emphasis on democratic living, on character

and ideals in education, on human relationships.

d. Growing demands for more effective instruction on the traditions and ideals that have shaped America.

In order to develop as complete, thorough, and up-to-date a course of study as possible, it was necessary to answer certain sub-problems:

1. What is being done in other parts of the country in Junior High School American History courses of study, with regard to
 - a. Scope and content of subject matter.
 - b. Methods.
 - c. Skills.
 - d. General aims and objectives.
 - e. Evaluation.
2. What is being done or recommended to solve the problem of providing for the varying degrees of ability, varying interests, and attitudes of the pupils?
3. How are the rapid changes in our political, economic, and social life provided for in the teaching of American History?
4. How can the information gained from answering sub-problems 1, 2, and 3 be used to the best advantage in building a new course of study?

A general survey of many American History courses of study for Grade VIII, or Junior High School received from the various states was the procedure used to answer these sub-problems.

The results of this survey are tabulated below:

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The results of this survey are tabulated below:

<u>State</u>	<u>Result of Inquiry</u>
Alabama	Sent course of study.
Arizona	No reply.
Arkansas	Out of print.
California	Under revision.
Colorado	No reply.
Connecticut	Sent course of study.
Delaware	Out of print.
Idaho	Under revision.
Illinois	Under revision.
Indiana	Sent course of study (tentative).
Iowa	Under revision.
Kansas	No reply.
Kentucky	Out of print.
Maine	Sent course of study.
Michigan	Course left to local instruction board.
Missouri	Sent course of study.
New Jersey	Under revision.
Nebraska	Under revision.
New Hampshire (Concord)	Sent course of study.
New Mexico	Under revision.
New York (state)	Out of print.
New York (city)	No reply.
North Carolina	Out of print.
Ohio	No reply.
Oklahoma	Out of print.
Oregon	Under revision.
Pennsylvania	Sent course of study.
Rhode Island	Course left to local committees.
South Carolina	Sent course of study.
South Dakota	Out of print.
Texas	Under revision.
Utah	Sent course of study.
Virginia	Care curriculum.
Washington	Under revision.
Wisconsin	Under revision.
Wyoming	Sent course of study.

Local

Massachusetts - Springfield Sent course of study.

TOTALS

36 states (in addition to Massachusetts)

Courses of study sent-----	11
Under revision-----	13
No reply-----	4
Out of print-----	7
Left to local committees-----	2

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TOTALS

26 states (in addition to Massachusetts)
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 Under revision----- 13
 No reply----- 4
 Out of print----- 7
 Left to local committees----- 2

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Analysis of Conclusions to sub-problems.

Sub-problem 1. What is being done in other parts of the country in Junior High School American History courses of study with regard to:

Scope and content of subject matter. Examination of the thirteen courses of study received, revealed that Junior High School American History covers the gamut of periods from Discovery and Exploration of America up to World War II, - that is, by the time a pupil has finished Grade IX, he has covered the whole field at least once. This is not the recommendation of educators, according to the latest and most significant authoritative source on American History, "Report of the Committee on American History in Schools and Colleges". On the assumption that most pupils today finish high school, the committee recommends ^{1/} "that the course of study be divided into three levels - the Middle Grades from 1492 to 1789, the Junior High School from 1776 to 1876 (Building of the Nation), and the Senior High School from 1865 to the present.

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1. Wesley, E. B. - Report on American History in Schools and Colleges, P. 70.

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factual material. One educator says ^{2/} "the content of American History.....has no uniformity. It drops out..... most of the events, personalities, and experiences that most of us hold to be the content of history..... The profession has an antipathy for synthesis and historical fact." Most recent reports agree in one demand that

^{3/} "a program of minimum essentials is necessary in terms of civic skills as well as knowledges, to fit the grade level." The committee in its report has given a list of recommendations ^{4/} to "suggest the irreducible content and principal emphasis,.....to be national in scope and application. They are designed to constitute the core of American History for all schools in the United States."

Most courses of study today tend to broaden the scope of subject-matter beyond the narrow conception of American History itself. The trend is to ^{5/} "emphasize the social and cultural elements and enrich the course at every grade level. The scope should be as wide as the time and capabilities of the students allow. Extraneous materials are desirable only if they emphasize historical developments to give illumination to the present."

One very important fact to be watched in the problem of scope and content in curriculum is making duplication.

2. DeVoto, Bernard - "The Easy Chair", Harper's, Vol. 187, Pp. 129-132.
3. Dunbar, W. F. - "Why Our Faces Are Red - A Comment on the Times Test", School and Society, Vol. 58, Pp. 265-268.
4. Wesley, E. B. Report on American History in Schools and Colleges, P. 65
5. Ibid. P. 72.

The committee writes ^{6/} "the blunt truth of the matter is that.....courses in American History are often outright duplications of one another." Consideration of the whole course of study in American History for all levels in the system must be kept in mind in planning the course for Junior High School. Care must be taken to guard against too much overlapping. Provision must be made, however, for a certain amount of recall of salient facts. Another predominating trend in these courses of study is to provide for the biographical aspect of teaching history. In conclusion, we might summarize the information on scope and content under these general principles:

1. Careful distribution of the subject matter in the Junior High School course of study must be made according to the information given in the curriculum for the middle grades and the Senior High School.
2. Careful consideration must be taken to guard against duplication or overlapping.
3. The scope of the subject matter should be as broad as the time allotment and capacity of the pupils allow.
4. Use of such aids as historical films, the radio, lectures, the daily newspaper, magazines, historical novels, the library, exhibits, museums, and field trips to enrich the content

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extensive of history teaching should be included in the course of study.

5. The course of study must be planned with the thought in mind that either chronology or historical sequence must be followed when possible.
6. The course of study must be flexible in order that continued revision of the program can be made to meet the new developments in national and international affairs, without altering the fundamental content.
7. Some provision should be made for the biographical aspect of American History.
8. Care must be taken to include material for the building of an historical vocabulary.

Methods. Observation of the courses of study received, and the information gained from research both established indubitably the fact that the common form of teaching method today is the activity program. All of the courses of study examined from the survey use the unit form, or some variation of it. One educator says ^{7/} "recent conceptions of education emphasize the importance of a flexible, adjustable personality, capable of meeting new situations. This capability involves thinking.....An

7. Goetting, M. L. - "Some Teaching Problems in the Social Studies", Social Studies, Vol. 33, Pp. 99-103.

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extensive body of factual information serves as a basis for ideas. The body of selected factual information organized for teaching purposes in the correct way will, when experienced, through pupil activity, result in the ideas, understandings, and attitudes which history is trying to develop. The various parts of the course of study organized in such a functional way are teaching units."

Most of the courses of study are not woven around any one textbook. Lists of books accompany most units as reference material for both teacher and pupil. A common procedure in several of the courses of study is to use only four or five textbooks as source material for the whole course. The Report of the Committee on American History states that ^{8/} "In Grades VII and VIII, the pupils study a more formal course in American History, based chiefly upon a textbook. Supplementary books are widely used..... Written and oral reports, class programs, projects, field trips and special celebrations are common....an activity program." Reavis and Cooper in Postwar Changes in the Curriculum and in Instructional Materials state, "We are getting away from the use of a basic textbook, but one should be available, to provide the core of instructional methods and materials."

One of the great advantages of the unit method of teaching

8. Wesley, E. B. - Report on American History in Schools and Colleges, P. 66.

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One of the great advantages of the unit method of teaching

is the fact that it presents a more flexible method for the inclusion of changing social and economic problems. Another general procedure in methods is the use of a pre-test. There are many professional ones available for use at a reasonable rate.

To summarize the conclusions on method: the best and most effective method for teaching American History is the activity program, arranged in a series of units. It is important that these units of work have as their prevailing characteristics:

1. A list of aims or objectives to fit the needs of the pupil and the subject matter.
2. An outline of the content or subject matter to be used in attaining these aims or objectives.
3. A group of activities that will provide for class participation as well as individual participation. The range of these activities should be broad enough and varied enough to provide for the fast, slow, interested, or indifferent pupil.
4. Activities chosen to bring into focus all of the various skills of the Social Studies.
5. A list of selected references for both teacher and pupil.
6. The various methods used should include many of the following practices: giving oral or written reports, oral and silent reading,

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has been informal debates, library research, dramatization, field trips, drill devices, panels, committee work, use of all types of visual aids, radio, and use of all illustrative materials available.

7. A list of the suggested methods of approach to the various units. - general or specific.

8. A group of desired outcomes at the end of each unit of work, or section of the unit.

9. Some provision for review, recall, or repeated references to units previously taught.

Skills. Very few of the courses of study go very deeply into discussion of the skills to be developed. Many do not mention them at all. For the most part, the discussion of the skills or abilities is included in the list of objectives, or in the discussion of evaluation. It is far better to have a definite list of skills, habits, or abilities to be developed. The Report of the Committee on American History says that ^{9/} "educational research has not yet shed full light on the age or mental levels at which study skills-of thought and action-can best be developed." There is a fair amount of research material on the skills to be developed in the Social Studies, but not much can be learned about the grade and subject placement of them.

The list of skills which is given in the course of study

10. Dunbar, W. F. - "Why Our Faces Are Red - A Comment on the 'Five Tests', School and Society, Vol. 203-
9. Wesley, E. B. - Report on American History in Schools and Colleges, P. 71.

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Aims and objectives (in other courses of study). Aims and objectives can be of two types - general or specific. They must have two important characteristics - state what is to be accomplished in the light of the unit, and be organized according to the grade level. In the courses of study reviewed, there were general lists of aims or objectives for the Social Studies in general, but only one course of study had a separate list for American History alone. Educators seem to have a conflict of opinion on this point. So many of the aims of Social Studies in general are applicable to American History. The trend among the most recent educators seems to be toward the need of a separate list of aims or objectives for American History according to the grade level. One writer says apropos of this ^{10/} "of late boards and commissions working on aims and objectives in history have produced hardly more than a list of platitudes. There has been too much talk of 'democracy'. What we need is to stop wasting time forming a general list of objectives or aims for the school

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10. Dunbar, W. P. - "Why Our Faces Are Red - A Comment on the 'Times Test', School and Society, Vol. 233-234.

or for all classes of social studies. There should be a list of minimum essentials for each grade."

There should be, then, a list of specific objectives stating the definite understandings or purposes to be conveyed by the unit or sections of a unit. This list should appear at the beginning of each unit.

There is a need for a general list of objectives for the grade level for the whole course of study in American History. If ^{11/}"history is the course around which to center learning in the Social Studies," then there should be a separate general list of objectives for American

History. One educator words this very pertinently ^{12/}"certain fundamental historical facts and patterns must be known by the student.....It is important that a student realize that the facts of history form a logical pattern to give him a rich background necessary to his place in society. What we need, then, is a definite list of fundamental, abstract concepts that a pupil must realize, and that are not found in history books."

There is also a group of outcomes given in each unit or section which culminates the understandings stated in the specific objectives, and carried out in the various activities.

To summarize the information on aims and objectives, the

11. Cordier, B. W. - "American History in Schools and Colleges," Education, Pp. 465-469, April, 1944.
12. Coryell, Vansant - New Objectives for the Social Studies. Pp. 195-201.

or for all classes of social studies. There should be a list of minimum essentials for each grade." There should be, then, a list of specific objectives stating the definite understandings or purposes to be conveyed by the unit or sections of a unit. This list should appear at the beginning of each unit. There is a need for a general list of objectives for the grade level for the whole course of study in American History. If "History is the course ground which to center learning in the Social Studies," then there should be a separate general list of objectives for American History. One educator words this very pertinently "certain fundamental historical facts and patterns must be known by the student..... It is important that a student realize that the facts of history form a logical pattern to give him a rich background necessary to his place in society. What we need, then, is a definite list of fundamental, abstract concepts that a pupil must realize, and that are not found in history books." There is also a group of outcomes given in each unit or section which culminates the understandings stated in the specific objectives, and carried out in the various activities.

To summarize the information on aims and objectives, the

11. Goudier, B. W. - "American History in Schools and Colleges," Education, 71, 463-469, April, 1944.
12. Goryell, Vasant - New Objectives for the Social Studies, Pg. 193-201.

following items are necessary in a well-constructed course of study, in American History for Junior High School:

1. A general list of objectives in American History to fit the grade level.
2. A list of specific objectives at the beginning of each unit or section of the unit, in the light of what is to be accomplished.
3. A list of outcomes to bring to a head the learnings accomplished by the unit. (Minimum essentials.)

Evaluation in courses of study. The task of evaluation in American History is one that is treated inadequately in most courses of study. Typical procedure in appraising pupils' progress in this field (and in Social Studies in general) have been too narrow in scope and have tended to focus attention on the mastery of subject matter, not appraising at all the many other outcomes considered more important in teaching today.

The task of evaluation in American History is more than giving and scoring written examinations. It is the process of collecting all kinds of evidence which will show the degree to which the objectives of the study have been realized. It is obvious that such evidence will be collected in various ways. Some of it will be in writing, involving tests constructed to reveal attitudes and skills as well as factual information. Other evidence will be collected by observation. Pupils' records and teachers'

following items are necessary in a well-constructed course of study in American History for Junior High School:

1. A general list of objectives in American History to fit the grade level.
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records may be used as additional evidence, while creative work of various types and participation in school affairs also provide data needed for an accurate appraisal. One educator has said that the following major areas are those that should be included in an evaluation program: (1)

Thinking. (2) Interests, aims, and purposes. (3) Attitudes. (4) Study skills and work habits. (5) Social adjustments. (6) Creativeness. (7) Functional information including vocabulary, and (8) A functional social philosophy.

13/
14/ Such classifications serve as a guide to individuals in creating their own programs of evaluation. It is well to remember here that use of the aids, mentioned in the earlier discussions of methods, can be made in the well-ordered program for evaluation - dramatization, debates, assembly programs, newspapers, movies, radio, creative projects, exhibitions, etc.

15/ The most important means of evaluation to the teacher is the testing program, to measure the progress of her teaching as well as that of the pupils. Recently educators tend to a combination of the old essay type and the new objective type of examination. A good procedure for this is to keep a card file of questions from year to year

13. Rath, Louis - "Basis for Comprehensive Evaluation",
Education Research Bulletin, Vol. XV,
November 11, 1936, Pp. 220-224.
14. Course of Study - Missouri Public Schools. Introduction.
15. Course of Study in Social Studies - Springfield, Mass.,
P. 1.

on the various periods.

It is a good plan to include suggestive tests in a course of study to illustrate for the teacher a method of testing pupil achievement in all units of the course.

Sub-problem 2. What is being done or recommended to solve the problem of providing for the varying degree of ability, varying interests, and attitudes of the pupils?

The unit method of teaching is the best agent to solve the problem of providing for individual differences in ability, interests, and attitudes. The scope of the activities ranges from those easy for the grade level to those that are difficult.

J. A. McNulty has a good suggestion - "Fit history to the needs and attitudes of the pupil by teaching current history with the history of the past, using agencies outside of the school and organizing a contract plan of unit assignment."

The activities of the various units in the course of study provide for the varying interests and abilities of the pupils by bringing into focus an opportunity to make use of all of the skills listed in the introduction to the course of study.

The survey revealed that all of the courses of study made use of the unit method in some form or other. Those that were under revision are likely being revised in this form.

Sub-problem 3. How are the rapid changes in our political, economic, and social life provided for in the teaching of American History?

J. A. McNulty, J. A. - "Interesting Approaches to American History," Social Studies, November, 1944. Pp. 303-304.

The survey revealed that the common method for keeping up with the rapid changes of today is to develop course materials that will be interesting, stimulating, and designed to meet the needs of the boys and girls of today. In the construction of any course of study it is well to remember that new problems are arising all the time, therefore a flexible course is the best, indicating a pattern of organization for unit study and listing a series of units, allowing that the most recent ones will be added to as the years go on, thus providing for the inclusion of changing social and economic problems.

The American History Report says, ^{17/}"the new emphases..... may be summarized under three heads. First, American History courses today are characterized by great interest in social and economic content, with the political aspect woven into the larger fabric of American life. Second, events in Latin America, the Far East, and other remote areas have become matters of concern in national life. Increased attention is given to the international setting. Third, the ideals, and traditions of democracy and its way of life are stressed."

With these facts in mind, then, it seems evident that any course of study can be adapted to meet the rapid changes in our political, social, and economic life if it follows these controlling procedures:

1. Uses the broad reading program, not using one basic text.

17. Wesley, E. B. - Report on American History in Schools and Colleges, P. 67.

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trolling procedures:

1. Uses the broad reading program, not using one basic text.

2. Uses the unit plan of organization, each unit organized around some significant social movement in history, or some pertinent social or economic problem.
3. Has definite methods of instruction and study.
4. Contain a wide range of activities.
5. Has provisions for use of contemporary aids by the teacher in adopting her chosen method.
6. Brings the content of its units up to the present to include a study of contemporary events - World War II and post-war problems.
7. Is flexible in nature so that it can be added to when the need arises.
8. Provides for the shifts of emphases in content in accordance with recent trends - teaching of citizenship, the ideals of democracy, the changing American scene, etc.
9. Included some provision for the hemispheric approach bringing in Latin America, problems of the Far East, global geography, etc.

Sub-problem 4. How can the information gained from answering sub-problems 1, 2, and 3 be used to the best advantage in building this course of study?

The introduction to the course of study and the course of study itself which follow will be the answer to this sub-problem.

The course of study is not original in its entirety. Parts of it have been adopted from the various courses of study

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reviewed in the survey. In no part of the course, however, has a unit been developed that is not in some part original in nature and adaptation of subject-matter, objectives, activities, approaches, reference materials, and minimum essentials. All have been chosen to fit best of all the grade level of Grade VIII, or Junior High pupils as required in the general Social Studies program of Everett, Massachusetts.

The definite aims to be accomplished by the Unit.

II. Problems.

Suggestive problems to be used as a guide in planning the work of the Unit, particularly useful to the pupils.

III. Suggested Methods of Approach.

Provide a wide range of choice of methods useful in introducing or motivating new Units.

IV. Outline of Subject Matter.

The detailed content of the subject matter, in topical outline.

V. References.

1. For the teacher.

Adapted in most cases from those listed in the Springfield, Massachusetts, Hartford, Connecticut, and Missouri Public School Courses of Study.

2. For the pupil.

List of books adapted to the grade, carefully selected because other courses of study chose

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Chapter II. - Introduction to the Course of Study.

An attempt has been made in this course of study to satisfy the requirements of the adherents of both the old-type and the new-type course.

The organization of the subject matter is on the unit plan. A definite procedure is followed in each unit:

I. Specific Objectives.

The definite aims to be accomplished by the Unit.

II. Problems.

Suggestive problems to be used as a guide in planning the work of the Unit, particularly useful to the pupils.

III. Suggested Methods of Approach.

Provide a wide range of choice of methods useful in introducing or motivating new Units.

IV. Outline of Subject Matter.

(Text) . The detailed content of the subject matter, in topical outline.

V. References.

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List of books adapted to the grade, carefully selected because other courses of study chose

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Adapted in most cases from those listed in the Springfield, Massachusetts, Hartford, Connecticut, and Missouri Public School Courses of Study.
 2. For the pupil.
List of books adapted to the grade, carefully selected because other courses of study chose

them after long try-out periods. There is a number key followed in each unit, each book having a definite number. That same number is used as the reference number throughout the course of study. The reference key follows:

1. Casner and Gabriel.
The Story of American Discovery - Harcourt
Brace - N. Y., 1945.
2. Faulkner, Kepner, & Pitkin.
U.S.A. Harper & Bros., New York, 1945.
3. Freeland, G. E. & Adams, J. T.
America's Progress in Civilization -
Scribner's, Boston, 1942.
4. Freeman, M.
The Story of Our Republic, or The Romance
of America - F. A. Davis Co., Phila., 1938.
5. McGuire & Portwood.
The Rise of Our Nation - Macmillan, New
York, 1944.
6. Moon, Glenn W.
Story of Our Land People - Henry Holt & Co.
N. Y. - 1944.
- (Text) 7. Tryon, R. M., Lingley, C. H. & Morehouse, F.
The American People and the Nation - Ginn
& Co., Boston, Mass., 1943.
8. Vannest & Smith.
Socialized History of the United States -
Scribner's, New York, 1934.
9. West & West.
The Story of Our Country - Allyn & Bacon,
Boston, 1944.
10. Freeman, M.
The Story of Our Republic or A New Nation.
F. A. Davis Co., Phila. 1938.

VI. Suggested Activities.

Wide enough in range of choice to fit the varied

them after long try-out periods. There is a number key followed in each unit, each book having a definite number. That same number is used as the reference number throughout the course of study. The reference key follows:

1. Gannett and Gannett.
The Story of American Discovery - Harcourt
Brace - N. Y., 1945.
2. Paulkner, Kasper, & Piskin.
U.S.A. Harper & Bros., New York, 1945.
3. Freeman, G. E. & Adams, J. F.
America's Progress in Civilization -
Scriveners, Boston, 1945.
4. Freeman, M.
The Story of Our Republic, or The Romance
of America - F. A. Davis Co., Phila., 1938.
5. McGuffey & Portwood.
The Rise of Our Nation - Macmillan, New
York, 1945.
6. Moon, Glenn W.
Story of Our Land People - Henry Holt & Co.
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& Co., Boston, Mass., 1945.
8. Verneest & Smith.
Continental History of the United States -
Scriveners, New York, 1945.
9. West & West.
The Story of Our Country - Allyn & Bacon,
Boston, 1945.
10. Freeman, M.
The Story of Our Republic or A New Nation.
F. A. Davis Co., Phila. 1938.

(Text)

VI. Suggested Activities.

Wide enough in range of choice to fit the varied

interests, abilities, and skills of the level for grade VIII.

VII. Minimum Essentials.

Indicate what is hoped students will understand and remember.

In many units the organization is chronological from unit to unit, in others it is one of preserving chronology within the unit but disregarding historical sequence from unit to unit.

The material of history is associated with geographical backgrounds.

The whole point of view of the course with reference to selection and organization of subject matter and methods of teaching is chosen from observation of the various courses of study received in the survey.

The time distribution for the Units is intended only as a guide. That must be adapted to the level of the individual class.

It is the plan of the course to use a basic text, then to use the related references in an effort to give the course vitality and provide a certain amount of challenge to the pupils.

Sources for use of such contemporary aids as movies, music, radio programs, periodicals, etc., are given. The teacher can adopt the method that she finds most usable in introducing these materials.

Chapter III. - Aims and Objectives of American History for Junior High School

I. Knowledges and Understandings.

1. History is an orderly record of the past made up of a series of patterns used over and over again.
2. History is the record of what people have thought, hoped for, and done in the past.
3. History shows how people have tried to improve society.
4. History shows us what conditions are responsible for the ideas, ideals, and plans of the present.
5. There are many religious customs, economic ideas, political ways of life that clash.
6. It is difficult always to live at peace with people.
7. Understanding is essential to cooperation.
8. Cooperation is essential to compromise.
9. Compromise is essential to getting along well.
10. People are influenced by their heredity and environment.
11. What goes on outside of the borders of the United States is of importance to Americans.
12. Democracy will succeed only so long as its citizens assume their responsibilities toward it.
13. The will of the majority will prevail.
14. Many nationalities have contributed to the building of American life.
15. The will of the minority must be considered.

II. Skills or Abilities.

1. Ability to interpret pictures, charts, diagrams, and cartoons.
2. Skill in the use, construction, and compilation of maps, simple and complex.
3. Ability to make simple outlines.
4. Locating library materials, and using supplementary volumes efficiently.
5. Training in making and criticising generalities.
6. Ability to summarize.
7. Expansion of history vocabulary - revolution, economic, industrial, factory system, homestead, plantation system, territory, sectionalism, federal.
8. Ability to interpret graphs, charts, and statistics.
9. Ability to skim intelligently.
10. Ability to tie up current events with historical backgrounds.
11. Ability to know time sequence.
12. Ability to seek a reasonable amount of information before forming a judgment.
13. Ability to give oral reports and written reports.

III. Ideals and Attitudes.

1. Respect for law and order.
2. An attitude of avoiding prejudice.
3. Have an inquiring mind.

4. Investigate all sides of a question.

5. Habits of respect for individual differences in backgrounds, interests, and abilities.
6. Willingness to take responsibility in a group.
7. Be open minded.
8. Habit of working independently.

The following practices have been used to advantage in various courses of study.

1. Problem Solving Method.

- A. Method of approach.
 1. Pre-test.
 2. Pictures.
 3. Review of previous units.
- B. Collection of material for the solving of the problem.
 1. Text-Books - references - source material.
 2. Illustrative materials - maps, globes, charts, graphs.
 3. Aid of the teacher in adjusting difficulties.
- C. Organisation of information through:
 1. Class discussion led by the teacher.
 2. Outlines made by the cooperative effort of the teacher and students.
- D. Discussion.
 1. Drawing conclusions (class).

4. Investigate all sides of a question.
5. Notice of respect for individual differences in backgrounds, interests, and abilities.
6. Willingness to take responsibility in a group.
7. Be open minded.
8. Habit of working independently.

Chapter IV. - General Statement of Methods.

The procedures and activities in this course are both suggestive and flexible. It is understood that teachers will continue to develop their own methods providing the desired minimum essentials are reached. Whatever the method the need for understanding the content of the course of study should be kept before the pupil.

The following practices have been used to advantage in various courses of study.

I. Problem Solving Method.

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C. Organization of information through:

1. Class discussion led by the teacher.
2. Outlines made by the cooperative effort of the teacher and students.

D. Discussion.

1. Drawing conclusions (class).

2. Debates.

3. Written conclusion drawn from class discussions.

E. Testing.

1. Objective type.

2. Combination essay and objective type.

II. Special Reports.

A. Encourage outside reading.

B. Aid groups.

III. Library Research.

A. Use of textbooks, reference books, source materials, and periodicals.

B. Develop skill of comparing works of authors.

IV. Field Trips.

V. Reviews.

A. Oral summaries.

B. Drill on specific facts as key points.

VI. Methods of Study.

A. Supervised study.

Develop various skills by practice in study with aid by the teacher.

4. Junior Review - Civic Education Service, 744

Jackson Place, Washington, D. C.

Chapter V. - Current Events.

UNIT I. Some attention should be given to current happenings in Grade VIII history classes. The use of current periodicals, edited for students, is recommended. As far as possible current events should be related to what pupils have studied. Pupils should be helped to evaluate the importance of news broadcasts and current happenings.

I. Suggested Methods.

1. Build current events around the unit being studied.
2. Class or group discussion on outstanding problems.
3. Assign a study of significant problems to different groups to follow through for a period of time so that they may sense the continuity and importance of the issue.

II. References.

1. Local newspapers.
2. New York Times.
3. Every Week - American Education Press, Inc.,
400 S. Front St., Columbus, Ohio.
4. Junior Review - Civic Education Service, 744
Jackson Place, Washington, D. C.

Chapter V. - Physical Features.

The first of the physical features which are of importance in the study of the history of the United States is the topography. The topography of the United States is characterized by a great variety of land forms, including mountains, hills, valleys, plains, and rivers. The topography of the United States is the result of a long and complex process of geological development.

The second of the physical features which are of importance in the study of the history of the United States is the climate. The climate of the United States is characterized by a great variety of climatic conditions, including hot, cold, and temperate climates. The climate of the United States is the result of a long and complex process of atmospheric development.

The third of the physical features which are of importance in the study of the history of the United States is the vegetation. The vegetation of the United States is characterized by a great variety of plant life, including forests, fields, and deserts. The vegetation of the United States is the result of a long and complex process of biological development.

CHAPTER VI. - AMERICAN HISTORY COURSE OF STUDY FOR GRADE EIGHT OR JUNIOR HIGH SCHOOL.

UNIT I. The Settling of America.

Overview.

Due to the fact that much of this material was studied in the elementary grades, the teacher probably will not spend a great deal of time on this unit. The time suggested is merely a guide. The teacher will adapt the time to the knowledge of the class.

There were many factors that caused the Europeans to seek a new route to the East. The increase of scientific knowledge and the new inventions for navigation gave man better equipment for his journeys. Columbus, a daring explorer, sailed across the Atlantic in search of a new route to China, India, and the Spice Islands. He failed to reach the Far East, but he found a land across the Atlantic, our America. This discovery gave courage to many sailors. The European nations became interested in exploring the new land. Many people in Europe could not live as they desired because of the new laws of the rulers, the customs of the people, and the creeds and rules of the churches. North America was quite unlike Europe. In America all was quiet except for a few scattered tribes of native people roaming about the vast continent. America was a new but undeveloped world. In this unit we shall learn how our country was explored and settled, and how the colonies were formed.

III. Suggested Approaches.

1. Read to the class a letter written by Coronado describing his explorations. Consult Hart, A. B. -

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I. Specific Objectives. *American History, pp. 6-9.*

1. Understanding of the extent and condition of the world which the white man found in 1492. *Consult*
2. Summary of the achievements of the great discoverers and explorers. *p. 18. Include purpose, dangers.*
3. Understanding of the forces that led to settlement of the new world. *Maps of countries and discuss ones to*
4. Understanding of the fundamental difference in the nationalities that came to the new world - why England was successful and France, Holland and Spain failed in establishing permanent colonies along the Atlantic coast. *Faneuil Hall, Boston, Mass.*
5. Presentation of a general picture of the way that the United States came into being. *ton, Mass.*
6. Some appreciation of the lasting effects of European colonization in North America.

II. Problems. *Great Warships in Hampton Roads for the*

1. Why did the various European powers settle where they did? *Jamestown Exposition, April 26, 1893. The Plaza and the Old Slave Market, St. Augustine, Florida.*
2. How did colonial life in America differ from life in Europe at that time? *Love Scotia.*
3. Why is Canada a part of the British rather than the French Empire? *Her Abbey, London, England.*
4. How was the cause of democracy helped at this time?

III. Suggested Approaches.

1. Read to the class a letter written by Coronado describing his explorations. Consult Hart, A. B. -

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II. Problems.

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2. How did colonial life in America differ from life in Europe at that time?
3. Why is Canada a part of the British rather than the French Empire?
4. How was the cause of democracy helped at this time?

III. Suggested Approaches.

1. Read to the class a letter written by Coronado describing his explorations. Consult Hart, A. B. -

Source Book of American History. Pp. 6-9.

2. Discuss the trip of Admiral Byrd to the South Pole and compare to that of Sir Francis Drake. Consult Bridges, T. C. - Young Folk's Book of American Explorers. Chap. 16. Include purpose, dangers, equipment, results, etc.
3. Show postage stamps of countries and discuss ones to be explored.
4. Current events of the tercentenary celebrations.
5. The following slides from the Keystone "New 600 Set".
 - #6 Old North Church, Boston, Mass.
 - #7 Faneuil Hall, Boston, Mass.
 - #9 Bunker Hill Monument, Boston, Mass.
 - #10 Lexington Common, Lexington, Mass.
 - #80 Liberty Bell, Philadelphia, Penna.
 - #96 Mount Vernon, Virginia.
 - #100 Great Warships in Hampton Roads for the Jamestown Exposition, April 26, 1609.
 - #109 The Plaza and the Old Slave Market, St. Augustine, Florida.
 - #241 San Gabriel Mission, California.
 - #262 Acadia Land, Nova Scotia.
 - #264 Quebec.
 - #350 Westminster Abbey, London, England.
 - #267 The Wharves, Montreal, Canada.
6. Erpi Sound Films
 - Colonial Expansion (North America: 1492 - 1763)

Colonial Expansion (North America: 1492 - 1783)

6. Trip Sound Films

#287 The Wharves, Montreal, Canada.

#280 Westminster Abbey, London, England.

#284 Quebec.

#282 Acadia Land, Nova Scotia.

#241 San Gabriel Mission, California.

#109 The Plaza and the Old Slave Market, St. Augustine, Florida.

#100 Great Warships in Hampton Roads for the Jamestown Exposition, April 28, 1899.

#98 Mount Vernon, Virginia.

#80 Liberty Bell, Philadelphia, Penna.

#10 Lexington Common, Lexington, Mass.

#8 Burker Hill Monument, Boston, Mass.

#7 Faneuil Hall, Boston, Mass.

#6 Old North Church, Boston, Mass.

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Explorers. Chap. 16. Include purpose, dangers,

Bridges, T. C. - Young Folks' Book of American

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2. Discuss the trip of Admiral Byrd to the South Pole and

Source Book of American History. Pp. 6-9.

Discovery and Exploration (Early North America: 1492 - 1700)

IV. Outline of Subject Matter.

1. Why the people of Europe came to America.

a. Forces that awakened Europe.

- (1) The influence of the crusades.
- (2) The influence of tales of travellers.
- (3) The increase of scientific knowledge.
- (4) The desire for religious freedom.
- (5) The desire for political freedom.
- (6) The desire for better economic conditions.

b. The early discoverers and explorers.

- (1) The Norsemen.
- (2) Columbus.
- (3) Daring Spaniards.
 - (a) Magellan.
 - (b) Balboa.
 - (c) Ponce de Leon.
 - (d) Cortez.
 - (e) Pizzaro.
 - (f) Coronado.
 - (g) DeSoto.
- (4) The English.
 - (a) Cabot.
 - (b) Drake.
 - (c) Hawkins.

c. The Dutch settlements.

- (1) Claims based on discoveries of Henry Hudson.

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(5) The French. River to Delaware Bay.

(a) Cartier. desire to share in profits of

(b) LaSalle.

(c) Marquette and Joliet. 1661.

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(6) The Dutch.

2. European Colonization of America. to establish a

a. The Spanish Colonial Expansion. unsuccessful due

(1) The result of the efforts of Balboa, Ponce de Leon, Cortez. land and Spain.

(2) Central America, Mexico (including what is now southwestern United States), and Florida.

(3) Motives: religious zeal and gaining of wealth.

(4) Further expansion prevented by the defeat of the Spanish Armada - 1588.

b. The French colonial expansion.

(1) The result of the work of Varrazano, Cartier, Champlain, LaSalle.

(2) Mississippi Valley, St. Lawrence Valley, and the region of the Great Lakes.

(3) More trading posts and military stations than farms and permanent homes.

(4) Aim two-fold: fur trade and the religious conversion of the natives.

c. The Dutch settlements.

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(b) LaSalle.

(a) Cartier.

(2) The French.

- (2) From Hudson River to Delaware Bay.
- (3) Motivation - desire to share in profits of trade.
- (4) Conquered by the English in 1664.

d. The English Colonies.

(1) Virginia.

- (a) Efforts of Raleigh to establish a colony (1584-1590) unsuccessful due to trouble between England and Spain.
- (b) Jamestown - first permanent English settlement in America. Founded by London Company - 1607.
- (c) Motives - mainly economic conquest, rivalry with Spain and France in the hope of gain in gold, silver, lands, and profit in trade.

(2) Massachusetts.

- (a) First settlement at Plymouth - 1620. 102 passengers from the Mayflower - about one third Pilgrims or Separatists. Under the leadership of William Bradford, William Brewster, and Myles Standish. Governed by the Mayflower Compact. Motive - religious freedom.
- (b) Massachusetts Bay Colony - 1630. About 840 Puritans who had political, religious, and social reasons for emigrating under leadership of John Winthrop. Royal charter granted land, outlined system of government.

(3) New Hampshire and Maine.

- (a) Early attempts at settlement (1607 - 1635) not successful.
- (b) Absorbed by Massachusetts. New Hampshire - 1641. Maine - 1652.

(4) Maryland.

- (a) Motives for founding. Desire for a

(10) Delaware buffer state between Virginia and New Netherland. Haven for Roman Catholics of whom England was intolerant.

(b) Sir George Calvert, Lord Baltimore, obtained charter.

(11) (c) First settlement at St. Mary's in 1634.

(5) Connecticut. by James Oglethorpe as a haven for the poor English debtors.

(a) Thomas Hooker moved to Connecticut in 1635 from Cambridge, Massachusetts.

(b) New Haven settled by John Davenport in 1638.

(c) At first, the government was under Massachusetts.

(6) Rhode Island.

(a) Founder - Roger Williams.

(b) Settlement arose out of clash of religious and political ideas in Massachusetts.

(7) New York.

(a) Conquered from the Dutch by Duke of York in 1664. Part of the plan to enforce navigation acts by preventing illegal trading with the Dutch.

(8) New Jersey.

(a) Land granted to proprietaries in 1664.

(b) Peter Minuit.

(9) The Carolinas.

(a) Settlement at mouth of Charles River - 1665.

(b) Settlers from Virginia.

(c) South and North separate and become individual colonies.

- (10) Delaware.
 - (a) Dutch West India Company - Swedes and Dutch.
 - (b) Annexed by Pennsylvania in 1682.
- (11) Georgia.
 - (a) Founded by James Oglethorpe as a haven for the poor English debtors.
 - (b) Desired by the government as a buffer state between South Carolina and Florida.
3. The lasting effects of colonization in North America.
 - a. The Spanish - Indian race in Mexico, and Central America with language, religion, and customs of Spain. St. Augustine, Florida founded.
 - b. French - French Canadian race in Quebec with language, religion and customs of Old France. Permanent settlements.
 - c. English - English language and customs in the United States. Beginning of democratic government.

V. References.

For pupils.

1. Casner and Gabriel - The Story of American Democracy, Chap. I, Units I and II.
2. Faulkner, Kepner, and Pitkin - United States of America, Pp. 7-39.
3. Freeland, G. E. & Adams, J. T. - America's Progress in Civilization, Pp. 34-54, 55-75, 76-84.
4. Freeman, M. - Pp. 3-45, 51-102.

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1. Canner and Gabriel - The Story of American Democracy.

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in Civilization. Pp. 34-54, 55-75, 76-84.

4. Freeman, M. - Pp. 3-45, 51-102.

5. McGuire and Portwood - The Rise of Our Free Nation - Division 1 & 2.

6. Moon, Glenn W. - Pp. 3-66.

7. Tryon, R. M., Lingley, C. H. & Morehouse, F. - People and the Nation - Pp. 24-39, 47-94.

8. Vannest, C. G., & Smith, H. L. - Socialized History of the United States - Pp. 2-7, 57-87.

9. West and West - The Story of Our Country, Pp. 35-52, 55-97.

For teachers.

1. Bradford, W. - History of the Plymouth Plantation.

2. Fisher, S. - The True William Penn.

3. Jernejen, M. W. - The American Colonies (1492 - 1750).

VI. Suggested Activities.

1. On an outline map color the thirteen original colonies. Show the French and Spanish claims in 1760.

2. Give a floor talk on the story of St. Augustine from its founding until Florida became a part of the United States.

3. Make a table or chart of the explorers of the new world. Use these headings: Explorer, Date Explored, Country Exploring For, Region Explored. Group the explorers as Spanish, Portugese, French and English. List in time order.

4. Prepare a Hall of Fame. Decide the list by a vote of the class.

5. Make a list of places named after colonial leaders.

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3. Jennings, H. W. - The American Colonies (1492 - 1763).

2. Fisher, S. - The True William Penn.

1. Bradford, W. - History of the Plymouth Plantation.

For teachers.

55-57.

9. West and West - The Story of Our Country, pp. 35-55.

of the United States - pp. 2-7, 27-29.

8. Vannest, C. G., & Smith, H. L. - Socialized History

People and the Nation - pp. 24-29, 47-54.

7. Tryon, R. M., Lingley, C. H. & Monahan, F. -

6. Moon, Glenn W. - pp. 3-66.

Division I & 2.

5. McGuire and Portwood - The Rise of Our Free Nation -

6. Make a time line showing the following events:
 - a. Voyage of Magellan.
 - b. Expedition of DeSoto.
 - c. Cabot's first voyage.
 - d. Journey of LaSalle up the Mississippi River.
 - e. Voyage of Henry Hudson.
 - f. Expedition of Balboa.
7. Bring a compass to class and show how it is used.
8. Write a summary of one hundred words of the early history of Virginia.
9. Arrange the colonies in three groups - Royal, Proprietary and Charter. Put the colonies in their proper group.
10. Prepare an outline of the English colonies set up in America.
11. Write out a report on

VII. Minimum Roger Williams

1. Peter Stuyvesant
2. James Oglethorpe
12. Make a cartoon showing one of the conditions in Europe which led Europeans to set out for homes in America.
13. Tell why these dates are important:

1619	1607
1620	1636
1630	1647
14. Trace the contributions of the various Europeans to American life.

15. Copy these in the order in which they happened:

The Mayflower Compact was written.

John Cabot came to America.

Massachusetts Bay Colony was formed.

Georgia was founded.

The Crusades.

The Phoenicians carried bronze instruments to America.

16. In which century is each of these dates:

1492, 1588, 1607, 1776.

17. Find on a map five cities that have grown up because they were well placed for trade.

18. Report on the Huguenots from an encyclopedia.

19. Read a source book as:

a. Barnes, M. S. & E. Studies in American History.

b. Faris, J. T. Real Stories from Our History.

VII. Minimum Essentials.

1. Little of the earth had been developed in 1492.

2. Place knowledge of the chief European claims.

3. Understanding of the basis of these claims.

4. More detailed knowledge of the founding of the English colonies especially in Virginia and Massachusetts.

5. An understanding of the meaning of political, economic, and social concepts.

6. The English came for religious motives chiefly.

7. The Spanish came for adventure and to seek gold.

8. The French came for adventure and trade.

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9. Understanding that a desire for religious, economic,
and political freedom led to the discovery of
America.

While the English colonies were centered along the Atlantic coast, the French had taken possession of a much larger part of America, from the coast of Maine northward through Acadia (now New Brunswick and Nova Scotia) along the St. Lawrence to the Great Lakes, and southward along the Mississippi to the Gulf of Mexico. The French and English had long been rivals. The colonists wanted peace, but were dragged into the war, then had to protect themselves. They faced the problem with courage. In the end they won. England gained control of the new land. How would the people in the colonies live and work? How would they play? In this unit we shall study about the education, religion, and ways of government of the colonists.

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UNIT II. Making an American People.

Overview.

While the English colonies were centered along the Atlantic coast, the French had taken possession of a much larger part of America, from the coast of Maine northward through Acadia (now New Brunswick and Nova Scotia) along the St. Lawrence to the Great Lakes, and southward along the Mississippi to the Gulf of Mexico. The French and English had long been rivals. The colonists wanted peace, but were dragged into the war, then had to protect themselves. They faced the problem with courage. In the end they won. England gained control of the new land. How would the people in the colonies live and work? How would they play? In this unit we shall study about the education, religion, and ways of government of the colonists.

2. How was the cause of democracy and self-government advanced at this time?

3. What factors helped to unite the colonists?

4. Why is Canada a part of the British rather than the French Empire?

III. Suggested Approaches.

1. Show the lantern slides - Keystone #101-125. - "The Atlantic Frontier."

2. Have a committee report on a visit to Pioneer Village in Salem.

3. Have a picture study of early Colonial life.

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I. Specific Objectives.

1. Understanding of how people lived in the colonies.
2. Understanding of how the frontier contributed to the development of our present-day democratic system of government.
3. Some knowledge of the pioneer leaders.
4. Understanding of what the Church meant to the colonists.
5. Presentation of the struggle between Great Britain and France for the control of North America - French and Indian War.
6. Understanding of the importance of Britain's victory.

II. Problems.

1. How did the colonists deal with the problems of education and religion?
2. How was the cause of democracy and self-government advanced at this time?
3. What factors helped to unite the colonists?
4. Why is Canada a part of the British rather than the French Empire?

III. Suggested Approaches.

1. Show the lantern slides - Keystone #101-125. - "The Atlantic Frontier."
2. Have a committee report on a visit to Pioneer Village in Salem.
3. Have a picture study of early Colonial Life.

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- III. Suggested Approaches.
 1. Show the lantern slides - Keystone #101-125. - "The Atlantic Frontier."
 2. Have a committee report on a visit to Pioneer Village in Salem.
 3. Have a picture study of early Colonial life.

4. Read one story from Eva Tappan's American Hero Stories.

IV. Outline of Subject Matter.

1. Life in the English Colonies.

- a. Occupations of the people.
- b. Home Life.
- c. Recreation.
- d. Religious worship.
- e. Government.
 - (1) Representative Assemblies.
 - (2) Colonial Laws.
 - (3) Colonial punishments.
- f. Travel.

2. The struggle of France and England for control of the interior.

- a. A comparison of the claims of the French and the English.
 - (1) Lands claimed by France.
 - (a) Reasons for such claims.
 - (b) Extent of settlements in these lands.
 - (c) Relations with the Indians.
 - (2) Lands claimed by the English.
 - (a) Location of such claims.
 - (b) Reasons for wanting to extend the English settlements beyond the Appalachian Mountains.
 - (3) Difficulties of the English and French in Europe.

13. 4. Read one story from Nva Tappan's American Hero Stories.

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(a) Location of such claims.

(b) Reasons for wanting to extend the

English settlements beyond the

Appalachian Mountains.

(3) Difficulties of the English and French in

Europe.

- (a) Effect of European wars upon the colonists.

b. The French & Indian War. (1756 - 1763.)

- (1) The cause of rivalry between the French and English colonists.

- (a) Fur trade.

- (b) Desire for lands.

- (2) The first skirmish: defeat of Washington.

- (3) The Albany Plan of Union.

- (4) Braddock's defeat.

- (5) The long struggle for control of North America.

- (a) French methods of attack.

- (b) Lessons learned by the colonists while fighting against French and Indians.

- (c) Leaders that developed among the colonists.

- (d) Campaigns of the French.

- (e) Campaigns of the English.

- (f) Capture of Quebec - Wolfe and Montcalm.

c. The Treaty of Paris.

- (1) Terms of the Treaty.

- (a) Lands lost by the French.

- (b) New boundaries of the English colonies.

V. References.

Text - Pp. 109 - 149 (No. 7).

1. Pp. 59 - 70.

2. Pp. 141 - 159, 76 - 85.

3. Pp. 52 - 56.
4. Pp. 109 - 123, 126 - 145.
5. Pp. 122 - 131, 143 - 152.
6. Pp. 84 - 105, 69 - 81.
9. Pp. 126 - 135, 100 - 123.

VI. Activities.

1. Make an outline of the French and Indian War - Leading events of the war, Results of the war.
2. List a few of the things that the white man learned from the Indians.
3. Make a list of the things commonly used in your home today which were unknown in colonial times.
4. Describe a trip from New England to Philadelphia in Colonial times.
5. Report on a letter from Tappen, E. M. - Letters from Colonial Children.
6. Make a pictorial map of how people made a living in colonial times.
7. Prepare a floor talk on colonial methods of punishment.
8. On an outline map show the territory held by France, Spain, and England in North America at the close of the French and Indian War in 1763.
9. Make a chart comparing the French and English colonies as to
 - a) population
 - b) government
 - c) occupations
 - d) location.

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9. Pg. 128 - 135, 100 - 123.

8. Pg. 84 - 105, 89 - 81.

5. Pg. 122 - 131, 145 - 152.

4. Pg. 109 - 123, 126 - 145.

3. Pg. 52 - 56.

VII. 10. Write a report on one of these subjects:

- a. The Dominion of Canada as part of the British Empire now.
- b. Why Lake Champlain has that name.
- c. People who speak French in Louisiana, in northern New England, and in Canada.

11. Write a summary of William Pitt's services to the colonies.

12. Make a scrap book on colonial life.

13. Make time line showing the dates of:

- a. Braddock's defeat.
- b. The date of the first representative assembly in America.
- c. The Albany Plan of Union.
- d. The Treaty of Paris.

14. Has France any territory in the New World? Report on this.

15. Comment on why the town meeting became the local unit of government in New England, while the county became the local unit in the South.

16. Write a report on:

- a. Benjamin Franklin.
- b. Coureurs-de-bois.
- c. Jesuit missionaries among the Indians of New France.

17. Read orally from Longfellow's Evangeline - a description of a Jesuit service for the Indians.

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17. Read orally from Longfellow's Evangeline - a description of a Jesuit service for the Indians.

VII. Minimum Essentials.

1. A clear idea of colonial life - education, work, religion.
2. The seeds of self-government were sown in colonial America.
3. Britain's victory over the French put Britain in control of the new land.
4. Dates to be learned to date:

1492	1630	1763
1620	1588	1607
1636	1754	1619
5. Education was of primary importance to the Puritans.
6. The first American newspaper appeared in Boston - 1704.
7. Some knowledge of the greatness of Benjamin Franklin.
8. Conditions of life varied in the colonies of the different sections.
9. The type of pioneer life led by the colonists was the primary factor in developing a love for independence.
10. In the New England colonies the reins of government were controlled largely by the clergy or the members of the leading families.
11. From the beginning, the people of the colonies practiced self-government through representation in the Assembly or House of Representatives, and by reserving the right of taxation.

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UNIT III. The Revolution and the Founding of the American Union.

Overview.

The broad, stormy Atlantic rolling between England and her thirteen colonies, together with the slow and difficult means of transportation and communication, gradually caused the colonies to feel independent. The colonists were men of spirit, courage, and action. They had become accustomed to handling the affairs of local government. The close of the war between France and England in 1763 left the colonies more united among themselves, plus a new realization of their importance and power. They were anxious to develop manufacturing and commerce and to expand into the fertile West. England, however, felt that as the colonists had benefited from the war, they should bear a measure of the taxes necessary to liquidate the huge war debt incurred. The mother country then adopted policies of taxing the colonists and forbidding industrial growth, restricting commerce, and denying access to the lands west of the Appalachians. The colonists opposed these policies.

We shall see how this opposition resulted in a war of independence and how the colonists obtained their new form of government.

1. What were the causes of the American Revolution?

2. What were some of the first steps toward democracy in America?

3. Why were the Articles of Confederation a failure?

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The broad, stormy Atlantic rolling between England and her thirteen colonies, together with the slow and difficult means of transportation and communication, gradually caused the colonies to feel independent. The colonists were men of spirit, courage, and action. They had become accustomed to handling the affairs of local government. The close of the war between France and England in 1763 left the colonies more united among themselves, plus a new realization of their importance and power. They were anxious to develop manufacturing and commerce and to expand into the fertile West. England, however, felt that as the colonists had benefited from the war, they should bear a measure of the taxes necessary to liquidate the huge war debt incurred. The mother country then adopted policies of taxing the colonists and forbidding industrial growth, restricting commerce, and denying access to the lands west of the Appalachians. The colonists opposed these policies. We shall see how this opposition resulted in a way of independence and how the colonists obtained their new form of government.

I. Specific Objectives.

1. An understanding and appreciation of the nature of the geographic and frontier influences upon the desire for independence.
2. Show what sacrifices our countrymen made to secure their rights and obtain their freedom.
3. Understanding of the points of view of both sides before the war and in the war.
4. An understanding that differences in political ideals led to the revolt of the colonies.
5. Appreciation that the long struggle for democratic rights is a part of a continuing process.
6. Knowledge of the new government under the Constitution of 1789, attempting to find out why this government was adopted and what provisions it made.
7. Some knowledge of the men who framed our Constitution and of the problems they had to face.
8. Understanding of the protection given to the individual by the first ten amendments - Bill of Rights.
9. An understanding that the Constitution is made up of compromises, characteristic of our growth in democracy.

II. Problems.

1. What were the causes of the American Revolution?
2. What were some of the first steps toward democracy in America?
3. Why were the Articles of Confederation a failure?

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II. Problems.

1. What were the causes of the American Revolution?
2. What were some of the first steps toward democracy in America?
3. Why were the Articles of Confederation a failure?

4. What problems arose out of the new freedom?
5. What were the results of the Declaration of Independence?
6. Why was there opposition to the strong central government at the close of the Revolution?
7. Why were the delegates to the Constitutional Convention well qualified for their job?
8. How did the delegates satisfy the demands of the majority of the people whom they represented?
9. How were the individual rights of the people preserved through the Constitution?

III. Outline of Subject Matter.

1. The first steps toward democracy in America.
 - a. Our first colonial experiences.
 - (1) Geographic factors and their influences.
 - (a) Great distance and isolation from mother country.
 - (b) New England's climate, harbors, rivers, natural resources, industries, and concentration of population.
 - (c) The South's scant fertile land, long growing season, climate, agriculture, and distribution of population.
 - (2) Colonial conflicts.
 - (a) Between governors and assemblies.
 - (b) Among classes within the colonies.
 - (c) Between people of the frontier and the seaboard.
 - b. The conflict with the mother country.
 - (1) General factors causing the estrangement

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III. Outline of Subject Matter.

1. The first steps toward democracy in America.
 - a. Our first colonial experiences.
 - (1) Governmental forms and their influences.
 - (2) Social, economic and racial factors from mother country.
 - (3) New England's influence, harbors, rivers, soil, and resources, and the concentration of population.
 - (4) The South's fertile land, long growing season, climate, agriculture, and distribution of population.
 - (5) Colonial conflicts.
 - (a) Between governors and assemblies.
 - (b) Among colonies within the colonies.
 - (c) Between people of the frontier and the seaboard.
- b. The conflict with the mother country.
 - (1) General factors causing the movement

between England and her colonies.

- (a) The tendencies to be radicals and dissenters were inherited as a result of the atmosphere in which they had been brought up.
- (b) Population was mostly of English stock.
- (c) Americans had a strong desire to govern themselves.
- (d) English Parliament believed England had the right to govern the colonies as she saw fit.
- (e) Distance from the mother country developed independence.
- (f) The spirit of union was increased by the War of 1763, at the same time that relationships between the colonies and the mother country were changed.

(2) Causes.

- (a) Indirect. See outline b-1.
- (b) Immediate - New British policy dealing with the colonies.
 - (1) King George III and British colonial policies.
 - (2) Sir George Grenville and Parliament.
 - (3) Enforcement of Navigation and Trade Laws.
 - (4) A standing army in America.
 - (5) The Stamp Act - Taxation without representation.

(3) Colonial resistance.

- (a) James Otis - Writs of Assistance.
- (b) Patrick Henry - Virginia Resolutions.
- (c) Stamp Act - Congress and riots.
- (d) Sons of Liberty organized.
- (e) Repeal of the Stamp Act.

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(d) Sons of Liberty organized.

(e) Boycott of the Stamp Act.

- (4) Second British attempt to tax the colonists.
 - (a) The Townshend Acts.
 - (b) Colonial resistance.
 - (c) Repeal.
 - (d) Boston Massacre.
- (5) Further colonial resistance and results.
 - (a) Boston Tea Party.
 - (b) Colonial assistance to Boston.
- 2. The struggle turns into a war for independence.
 - a. A contrast of preparedness.
 - (1) England.
 - (a) Three times as many people.
 - (b) Strong army.
 - (c) Powerful navy.
 - (d) Paid soldiers from other countries.
 - (2) Colonists.
 - (a) No regular army.
 - (b) Volunteer soldiers.
 - (c) No navy.
 - (d) Some people loyal to the king.
 - (e) No money.
 - b. Geographic advantages of the colonists.
 - (1) Great distance from England.
 - (2) Colonies scattered along a coastline of one thousand miles.
 - (3) Impossible to block American ports.
 - (4) Fighting for a cause - homes and families.

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- (a) Boston Tea Party.

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(d) Boston Massacre.

(c) Boston.

(b) Colonial resistance.

(a) The Townsend Acts.

(4) Second British attempt to tax the colonists.

- (5) Natural barriers to winning - bad roads, forests.

c. Colonial preparation.

- (1) Committees of correspondence.

- (a) The need for the committees.

- (1) No newspapers.
 - (2) No fast method of transportation or communication.
 - (3) Irregular mail service.

- (b) The work of the Committees.

- (1) Correspondence among the states.
 - (2) Keeping people thinking and talking the same things.
 - (3) Mass meetings.

- (2) The first Continental Congress.

- (a) Meeting - Philadelphia, 1774.
 - (b) Its work. - Only means of uniting the colonies.
 - (c) Leaders.
 - (d) Results.

- (3) The second Continental Congress.

- (a) Meeting - Philadelphia, 1775.
 - (b) Its work.
 - (c) Results.

- (4) The Declaration of Independence - 1776.

- (a) Congress meets.
 - (b) Author of - Thomas Jefferson.
 - (c) What is meant.

(d) Signers.

(5) Articles of Confederation.

(a) Aimed to unite the colonies under one government.

(b) Limitations of the Congress established under the Articles of Confederation.

(c) Difficulties that led to failure.

(1) Problems of securing money for taxes.

(2) Problems of trade between the states.

(3) Problems of observing trade with foreign countries.

(4) Problems of powers of state and nation.

(d) Results accomplished by, though it was a failure.

(1) Held the thirteen colonies together.

(2) Passed the Northwest Ordinance.

(3) Date.

(4) Provisions.

(5) Importance.

3. The War.

a. Opening events.

(1) Battle of Lexington and Concord.

(2) Battle of Bunker Hill.

(3) Evacuation of Boston.

(4) Capture of Ticonderoga and Crown Point.

b. English Military strategy.

c. Character of Washington.

- d. French enmity toward England.
 - e. Patriots and the Tories.
 - f. Aid from Spain and Holland.
 - g. Financial difficulties.
4. Campaigns of the War.
- a. In New England and Canada.
 - (1) Lexington and Concord.
 - (2) Bunker Hill.
 - (3) Crown Point and Ticonderoga.
 - (4) Invasion of Canada.
 - (5) Evacuation of Boston.
 - b. In the Middle Colonies.
 - (1) British plans to cut off New England and the South by capture of New York.
 - (2) Military importance of New York City.
 - (3) Capture of New York.
 - (4) Famous retreat across New Jersey.
 - (5) Washington's victory at Trenton and Princeton.
 - (6) Washington at Valley Forge.
 - (7) British plans for St. Leger, Burgoyne, and Howe.
 - c. Campaign in the West.
 - (1) Indians and Tories.
 - (2) George Rogers Clark.
 - d. War on the Sea.
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(3) Capture of New York.

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a. In New England and Canada.

4. Campaigns of the War.

g. Financial difficulties.

f. Aid from Spain and Holland.

e. Patriots and the Tories.

d. French enmity toward England.

- (2) Havoc wrought by privateers.
 - (3) John Paul Jones.
 - (4) Battle of Bon Homme Richard and the Serapis.
- e. Campaigns in the South.
 - (1) Battle of Yorktown.
 - (2) Surrender of Cornwallis to Lafayette.
 - (3) Surrender at Yorktown.
- f. Financing the war.
 - (1) Robert Morriss.
- g. Making peace.
 - (1) Treaty of Paris - 1783.
- 5. Early attempts to unite the colonies.
 - a. The New England Confederation - 1643.
 - (1) Reasons for its formation.
 - (2) Reasons for its end.
 - b. Albany Plan of Union.
 - c. The Continental Congress.
 - d. Articles of Confederation.
- 6. Development of the Constitution of the United States.
 - a. The Constitutional Convention.
 - (1) Steps leading to:
 - (a) Mount Vernon and Alexandria Convention.
 - (b) The Annapolis Convention.
 - (2) Needs for calling:
 - (a) Failure of Articles of Confederation.
 - (b) Dissatisfaction over trade problems.

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- (c) Geographic separation kept the people from being united.

(3) Delegates to the Convention - Philadelphia, May 25, 1787.

- (a) Fifty-five members appointed by the State Legislatures.
- (b) Able men present - George Washington, James Madison, Benjamin Franklin, Alexander Hamilton, Gouverneur Morris.
- (c) Prominent men absent - John Adams, Thomas Jefferson, Patrick Henry, Samuel Adams.

(4) The Convention in action.

- (a) Secret sessions - George Washington as president.

(b) Compromises of the Convention.

- (1) Large states against the small. Equal representation in Senate. According to population in House of Representatives.

- (2) Five slaves to be counted to three whites for representatives.

- (3) Commerce and the slave trade - Congress regulates trade - Slave trade allowed until 1808.

(c) The new Constitution of 1789.

- (1) Signed in 1787.

- (2) Adopted by states.

(5) The New Government provided by the Constitution.

- (a) Three departments.

- (1) Legislative - law-making body.

- (2) Executive department - law

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3. Pp. 214 - 218, 180 enforcement body.

3. Pp. 55 - 80, (3) Judicial department - law interpreting body - Supreme Court.

4. Pp. 149 - 189, 172 - 180, 209 - 224
(b) Congress. Senate and House of Representatives.

5. Pp. 168 - 182, 220
(c) Amendments. Twenty-one in all. Importance of the first ten.

6. Pp. 189 - 199, 191 - 197, 198 - 189
(d) Preamble. (Learn).

For Teachers:
(e) Supporters of the Constitution.

Adams, J. T. - The Epic of America - Ch. IV.
(1) Large property owners.

Burt, A. B. - American History - by Contemporaries, Pp. 805 - 811, 434 - 435
(2) Leaders - Alexander Hamilton, John Jay.

VI. Suggested Activities
(f) Opponents of the Constitution.

1. Learn the Preamble
(1) Small farmers and frontiersmen.

2. Make a chart
(2) Leaders - Samuel Adams, John Hancock, Patrick Henry.

IV. Suggested methods of approach.

1. Read to the class from "The Epic of America"

Pp. 96 - 103.

2. Read to the class one of these poems:

a. Emerson's "Concord Hymn".

b. Longfellow's "Paul Revere's Ride".

c. Bryant's "The Boys of '76".

3. Show to the class the film "Sons of Liberty".

4. Read the book on the American Flag.

V. References.

For pupils:

7. Text - Pp. 219 - 233, 157 - 218.

1. Pp. 145 - 159, 89 - 105, 107 - 125.

3. Pp. 214 - 218, 160 - 211.
2. Pp. 65 - 80, 123 - 136.
4. Pp. 149 - 169, 172 - 199, 209 - 224.
5. Pp. 152 - 162, 166 - 193, 203, 220.
6. Pp. 109 - 124, 127 - 141, 147 - 167.
9. Pp. 139 - 149, 151 - 177, 178 - 189.

For Teachers: Part played by them in World War II. Prepare

Adams, J. T. - The Epic of America - Ch. IV.

Hart, A. B. - American History Told by Contemporaries,
Pp. 205 - 211, 434 - 439, 221 - 228.

VI. Suggested Activities.

1. Learn the Preamble to the Constitution.
2. Make a chart showing the general plan of the Federal Government.
3. Make a Who's Who of this unit.
4. List the weaknesses of the Articles of Confederation.
5. Prepare a report on the efforts of one of these foreigners in the war:
 - a. Lafayette.
 - b. Von Steuben.
 - c. Pulaski.
 - d. Kosciusko.
6. Make an outline of the causes of the Revolutionary War.
7. Prepare a list of the slogans used in this period, as

we used "Remember Pearl Harbor". List the authors

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Pp. 205 - 211, 434 - 439, 221 - 228.

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For Teachers:

9. Pp. 133 - 140, 151 - 177, 178 - 189.

8. Pp. 103 - 124, 127 - 141, 147 - 167.

5. Pp. 152 - 163, 186 - 193, 203, 220.

4. Pp. 149 - 169, 173 - 193, 203 - 224.

2. Pp. 65 - 80, 123 - 130.

3. Pp. 214 - 218, 180 - 211.

with the slogans.

8. List the steps that led to the Constitution.
9. Write a summary of how the Constitution can be changed.
10. Summarize each one of the first amendments in the Constitution.
11. Compare the part played by women in the Revolution with the part played by them in World War II. Prepare a report on it.
12. Make a time line for these events:
 - a. The Battle of Bunker Hill.
 - b. The Capture of Ticonderoga.
 - c. The Townshend Acts.
 - d. The First Continental Congress.
 - e. The Declaration of Independence.
13. Make a map of the United States in 1783 on an outline map of the United States.
14. Arrange these events chronologically: The Stamp Act, Lexington, Declaration of Independence, First Continental Congress, Townshend Acts, Battle of Saratoga, Second Treaty of Paris, Boston Tea Party, Boston Massacre.
15. Prepare a list of the historical places to be seen in and around Boston.
16. Read some sections of Thomas Paine's pamphlet "Common Sense" and discuss with the class.

VII. Minimum Essentials.

1. Understanding that the colonists and mother country

1. differed as to the rights of colonists.
2. The mother country claimed the right to exploit colonies for the benefits of the mother country.
3. There was great need of a strong central government at the time of the Revolution.
4. The steps toward the Constitution.
5. Early attempts to unite.
6. The weaknesses of the Articles of Confederation that were mended in the Constitution.
7. Knowledge of the leaders and the important battles of the Revolution.
8. Appreciation of the insight which guided the Fathers of the Constitution in forming our plan of government.
9. The states were reluctant to give up their rights to the national government.
10. Several major compromises were made to formulate the Constitution.
11. The three major divisions of the government.
12. Knowledge of a skeleton structure of the Constitution.
13. Some knowledge of the doctrines that grew out of the Declaration of Independence.
14. Knowledge of the contributions of the following men to the Constitution:
 - a. George Washington.
 - b. James Madison.
 - c. Benjamin Franklin.
 - d. Alexander Hamilton.

UNIT 15. An understanding of these words:

- a. Compromise.
- b. Executive.
- c. Legislative.
- d. Judicial.
- e. Ratify.
- f. Amendment.
- g. Senator.
- h. Preamble.

16. Knowledge of the Bill of Rights - Purpose, content.

17. The Revolutionary War was fought and won against

great odds.

18. The following dates:

1775 - 1781	1789
1776	1783
1781	1765
1787	1775

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UNIT IV. Launching the New Government.

Overview.

We have seen how, under the Articles of Confederation, a beginning was made toward perfecting a union. However, this first constitution failed to command the respect of people and nations. The Articles of Confederation had failed to meet the three needs so vital to a nation - unity, a stable currency, and ample credit. In this unit we shall learn how the United States got a new frontier, respect, unity and economic independence. We shall learn something about the leaders who helped suggest our present form of government. We shall also try to understand how so young a nation dared in 1823 to tell Europe to stay out of the New World.

1. An appreciation of the great progress in our country after the War of 1812.
2. A knowledge of the specific changes in transportation at this time.
3. An appreciation of the dangers and hardships of those who migrated to the West.
4. Understanding of the differences of opinion which brought about political parties.

II. Problems.

1. How was the new government put into practice?
2. How did the new government of the nation solve the great problems of paying its debts?
3. How did Washington and the Presidents after him settle our foreign problems?

I. Specific Objectives.

1. Understanding of the problems facing the new government under the Constitution.
2. Understanding of the contributions of some of the leaders of this period in shaping the policies of the new nation.
3. Understanding of the improvement in conditions under the Constitution as compared with conditions under the Articles of Confederation.
4. Understanding of the difficulties nations encounter when dealing with one another.
5. Understanding of how and why an Industrial Revolution started.
6. An appreciation of the great progress in our country after the War of 1812.
7. A knowledge of the specific changes in transportation at this time.
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II. Problems.

1. How was the new government put into practice?
2. How did the new government of the nation solve the great problems of paying its debts?
3. How did Washington and the Presidents after him settle our foreign problems?

4. Why did the Federalists lose power?
5. How did the United States develop industrially during this period?
6. How did the United States expand in territory at this time?

III. Suggested Approaches.

1. Read to the class Ralph Waldo Emerson's "Old Ironsides".
2. Show the Pageant of America - Vol. VI., The War of 1812, or Vol. VIII., Builders of the Republic.
3. Read to the class from the Epic of America, pp. 138-147, 96-103.
4. Read an account of the writing of the Star Spangled Banner - World Book, Vol. XI., and Browne, S. A., "Story of Our National Ballads".
5. Read the story of John Paul Jones from Morriss, C. - Heros of the American Navy.
6. Through current events discuss the work of Cabinet members of today. Contrast the needs of our present one with the needs of the first cabinet.

IV. Outline of Subject Matter.

1. Leaders in the new government.
 - a. George Washington, President, elected April 30, 1789.
 - b. John Adams, Vice-President.
 - c. Representatives and Senators elected by the

4. Why did the Federalists lose power?
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 - a. George Washington, President, elected April 30, 1789.
 - b. John Adams, Vice-President.
 - c. Representatives and Senators elected by the

various states made up the first Federal congress.

2. Establishing the new National Government.
 - a. The President's Cabinet created to act as advisors of the President.
 - b. Members of Washington's Cabinet.
 - (1) Secretary of State - Thomas Jefferson.
 - (2) Secretary of the Treasury - Alexander Hamilton.
 - (3) Secretary of War - General Henry Knox.
 - (4) Attorney-General - Edmund Randolph.
 - c. Organization of the courts.
 - (1) John Jay appointed Chief Justice of the United States Supreme Court, highest court of the land.
3. Problems of the new National Government.
 - a. National finance (Alexander Hamilton the pilot).
 - (1) Alexander Hamilton's plans for meeting the national debts - 56 millions borrowed from foreign countries and from the citizens.
 - (a) Tariff and excise taxes to raise revenue.
 - (b) Hamilton and Jefferson proposed that the Federal Government take over state debts. The states whose debts were paid objected (South). Washington, D. C. was made the national capital to satisfy the South.
 - (2) Tax on whiskey caused the Whiskey Rebellion among Western farmers. Importance of this

various states made up the first Federal Congress.

2. Establishing the new National Government.

a. The President's Cabinet created to act as advisors

of the President.

b. Members of Washington's Cabinet.

(1) Secretary of State - Thomas Jefferson.

(2) Secretary of the Treasury - Alexander

Hamilton.

(3) Secretary of War - General Henry Knox.

(4) Attorney-General - Edmund Randolph.

c. Organization of the courts.

(1) John Jay appointed Chief Justice of the

United States Supreme Court, highest court

of the land.

3. Problems of the new National Government.

a. National Finance (Alexander Hamilton the pilot).

(1) Alexander Hamilton's plans for meeting the

national debts - \$6 million borrowed from

foreign countries and from the citizens.

(a) Tariff and excise taxes to raise

revenue.

(b) Hamilton and Jefferson proposed that

the Federal Government take over state

debts. The states whose debts were paid

objected (South). Washington, D.C. was

made the national capital to satisfy the

South.

(2) Tax on whiskey caused the Whiskey Rebellion

among Western farmers. Importance of this

was that the national militia put down the rebellion, proving for the first time that the national government had power.

- (3) Establishment of the National Bank for federal revenue and expenses.

- (a) Jefferson and his followers declared it was unconstitutional.

- (b) Bill for it passed in 1791.

- (4) Our present coinage system developed.

b. The beginning of political parties.

- (1) Disagreements over debts, the National Bank, and location of the capitol led to

- (a) Group headed by Hamilton and Adams - called the Federalists Party.

- Favored a strong central government.

- Favored a free interpretation of the Constitution.

- Made up of business men, bankers, and property owners.

- (b) Group headed by Thomas Jefferson - called the Democratic-Republicans.

- Favored a strong state government.

- Favored a strict construction of the Constitution.

- Made up of working men, small farmers, and a few large land owners.

c. Foreign policy of the New Government.

- (1) The French Revolution of 1789.

- (a) France and England at war.

- (b) France wanted our help.

4. The Admin (c) Washington favored neutrality.
Republicans favored France.
Federalists favored England.
- (d) Washington's Proclamation of neutrality.
- (e) Made the division between the parties sharper.
- (2) Presidents who took office after Washington.
 - (a) John Adams.
 - (b) Thomas Jefferson.
 - (c) James Madison.
 - (d) James Monroe.
 - (e) John Quincy Adams.
- (3) Trouble with England.
 - (a) England refused to hand over forts in the Western territory.
 - (b) Seized our ships bound for France.
 - (c) Dispute settled by sending John Jay to England. Treaty made - England gave up forts but refused to stop seizing ships.
 - (d) Republicans displeased with Treaty so demanded war on England.
- (4) The XYZ Affair.
 - (a) France protested against the Jay Treaty.
 - (b) Messengers sent to France to restore friendly relations.
 - (c) French representatives, XYZ, demanded money. End in 1800 by Treaty with Napoleon.
- (5) Trouble with Spain.
 - (a) Americans granted the right to land products at New Orleans, to keep Mississippi River open.

4. The Administration of Adams.
 - a. The Alien Act - Albert Gallatin suggested giving the president power to expel from the United States any undesirable alien.
 - b. Sedition Act - Took away freedom of speech and of the press.
 - c. Kentucky and Virginia Resolutions.
 - (1) Condemned the Alien and Sedition Laws.
 - (2) Both states claimed the laws were unconstitutional.
 - (3) Kentucky declared the right to nullify a federal law.
5. Federalist Party defeated in 1800.
 - a. Election won by Jefferson.
6. Jefferson's administration.
 - a. First president inaugurated in Washington, D. C.
 - b. Policies of Party.
 - (1) Favored state governments.
 - (2) Against the National Bank.
 - (3) Favored the small land owners.
 - c. The Louisiana Purchase - 1803.
 - (1) Ceded by Spain to France in 1800.
 - (2) Jefferson bought land from Napoleon for 15 million dollars.
 - (3) Included Arkansas, Missouri, Iowa, Oklahoma, Kansas, Nebraska, South Dakota, and part of

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 - (3) Included Arkansas, Missouri, Iowa, Oklahoma, Kansas, Nebraska, South Dakota, and part of

- (1) Louisiana, Minnesota, North Dakota, Montana
- (2) and Wyoming.
- (4) Exploration of new territory.
 - (1) Lewis and Clark - 1804. From St. Louis to central Montana.
 - (2) Zebulon Pike - explored southwestern boundaries.
- d. Blockade of the coast of Western Europe by England and France.
 - (1) Jefferson passed the Embargo Act. Hard times resulted.
 - (2) People split with sympathies - some wanted war with France, others with England.
- 7. War of 1812 (Madison declared).
 - a. Causes.
 - (1) Jay Treaty - disliked by people.
 - (2) Stopping of our ships by England.
 - (3) Stirring up of Indians in the Northwest Territory by the English.
 - (4) Many Americans friendly toward France for help in the Revolution.
 - b. War a mistake.
 - (1) Nation unprepared.
 - (2) Nation divided in attitude.
 - (a) Arguments of South and West for war.
 - (b) Arguments of the New England states against war.
 - c. Military events on land.

Louisiana, Minnesota, North Dakota, Montana
and Wyoming.

(4) Exploration of new territory.

(a) Lewis and Clark - 1804. From St. Louis
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(a) Arguments of South and West for war.

(b) Arguments of the New England states
against war.

c. Military events on land.

- (1) Americans failed to invade Canada.
- (2) British held forts in the Northwest.
- d. Success on the sea (Americans).
 - (1) Constitution and the Guerriers.
 - (2) Victory of Perry on Lake Erie.
- e. Burning of Washington by English in 1814.
- f. Jackson's victory at New Orleans.
- g. Results of the War.
 - (1) Feeling of national unity arose.
 - (2) Respect of other world powers gained.
 - (3) People turned to manufacturing because of blockade.
- 8. The Purchase of Florida - 1819.
 - a. Included Florida and parts of Alabama, Mississippi, and Louisiana.
- 9. The Era of Good Feeling.
 - a. Monroe's administration.
 - (1) People united, both parties under one - Democrats.
 - b. The Monroe Doctrine.
 - (1) Spanish-American colonies proclaimed their independence.
 - (2) Spanish King asked aid of Holy Alliance in Europe to put down revolutionists in South America.
 - (3) England proposed union with the United States against the Holy Alliance.

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(1) Constitution and the Gentlemen.

d. Success on the sea (Americans).

(2) British held forts in the Northwest.

(1) Americans failed to invade Canada.

(4) Monroe Doctrine proposed by United States.

(a) Written by James Monroe and John Quincy Adams.

(b) Stated that:

United States would not take part in European affairs.

United States would not allow Europe to interfere with independent colonies here.

United States would protect her weaker neighbors against interference.

(c) Became our foreign policy.

10. The Industrial Revolution in America.

a. Started after Embargo Act in War of 1812 when the blockade by England shut off our trade. New England turned to manufacturing her own products.

b. First factory in Pawtucket, Rhode Island, started by Samuel Slater in 1790.

c. Invention of the Cotton Gin in 1793.

d. Towns and cities grew.

e. Poor labor conditions.

f. Tariff asked by American manufacturers to stop English goods from selling at lower prices.

11. Transportation aids for settlement of the new territories.

a. Development of highways.

(1) Cumberland Road - 1806.

(a) National Road joining East and West.

(b) Route from Cumberland, Maryland, to

(2) Monroe Doctrine proposed by United States.

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b. First factory in Pawtucket, Rhode Island, started

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(1) Cumberland Road - 1800.

(a) National Road joining East and West.

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2. Read Longfellow's "Wheeling on the Ohio River. the Ship".

3. b. Steamboats. *articles or theories are Jeffersons.*

(1) The Clermont, by Robert Fulton - 1807. *has*

(2) Great river trade between 1810 - 1830. *then*

c. The Erie Canal - 1825.

(1) Built by New York State. *agrees to*

(2) Reduced freight rates. *also, and opinion.*

(3) Speeded up settlement of West. *life.*

V. References. *Let that the best government governs least.*

For pupils. *power should be in the hands of the state*

Text - P. 243 - 331.

1. Pp. 249 - 269, 197 - 213, Pp. 170 - 190, 160 - 169.

2. Pp. 139 - 153, 177 - 181.

3. Pp. 215 - 233, 234 - 240, 254 - 262.

4. Pp. 226 - 247, 250 - 266, 269 - 286. *economic back-*

5. Pp. 223 - 245, 246 - 256, 302 - 336.

6. Pp. 173 - 187, 190 - 213, 219 - 235, 237 - 243. *made*

9. Pp. 192 - 206, 209 - 224, 207 - 247, 250 - 262,

264 - 279. *the World Almanac, the total value of all*

For teachers. *led by the states formed from the Louisiana*

Adams, J. T. - The Living Jefferson. *the original post.*

America - (in 12 volumes) - Vol. 4, 5, 6. *territory*

Bryce, J. - The American Commonwealth. *ions of 1803 and*

Chronicles of America - Volume 14-21.

Adams, J. T. - The Epic of America. *discuss the difficult*

VI. Show some pictures of Washington and his Mount Vernon home.

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For teachers.

224 - 278.

9. pp. 192 - 206, 209 - 224, 207 - 247, 250 - 262,

6. pp. 173 - 187, 190 - 213, 219 - 232, 237 - 248.

5. pp. 223 - 246, 248 - 256, 302 - 328.

4. pp. 226 - 247, 250 - 266, 289 - 286.

3. pp. 215 - 225, 234 - 240, 254 - 262.

2. pp. 139 - 152, 177 - 181.

1. pp. 249 - 262, 187 - 213, pp. 170 - 190, 180 - 169.

Text - p. 243 - 251.

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V. References.

(3) Speeded up settlement of West.

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(2) Great river trade between 1810 - 1830.

(1) The Clermont, by Robert Fulton - 1807.

b. Steamboats.

Wheeling on the Ohio River.

2. Read Longfellow's poem - "The Building of the Ship".

3. The following policies or theories are Jefferson's.

Tell whether you think our present civilization has accepted these in whole or in part, or rejected them entirely.

a. Complete faith in education.

b. Freedom of religion, expression, and opinion.

c. Belief in the farm life as a better life.

d. Belief that the best government governs least.

e. More power should be in the hands of the state governments.

f. Belief that all sound government rests in the hands of the governed.

g. Disliked slavery.

Tell what you think his social and economic background had to do with each idea.

4. On an outline map show the internal improvements made during the period.

5. Find, in the World Almanac, the total value of all crops raised by the states formed from the Louisiana Purchase. Compare this amount to the original cost.

6. On an outline map color the original territory acquired in 1783 with the acquisitions of 1803 and 1819 - use three shades.

7. Prepare an outline in which you discuss the difficult foreign relations of the new republic, under these

3. Read Longfellow's poem - "The Building of the Ship".

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7. Prepare an outline in which you discuss the difficult foreign relations of the new republic, under these

19. three main headings:
 - a. Jay Treaty of 1795.
 - b. Pinkney Treaty of 1795.
 - c. Trouble with revolutionary France, 1792 - 1800.
8. Make a cartoon entitled "The Monroe Doctrine".
9. Make a chart showing the number of representatives in 1790 with that of 1936.
10. List the main problems handled by the government from 1789 - 1801.
11. Write a brief biography of one of the leaders of this period.
12. Chart the events which led to the overthrow of the Federalists.
13. List reasons which made the policy of isolation impossible in Washington's time.
14. List the reasons why isolation is impossible today.
15. Make a graph showing the increase in population of states from 1800 - 1830.
16. On an outline map trace the routes of Lewis and Clark, Pike, The National Road, and the Erie Canal.
17. Prepare oral reports on:
 - a. Eli Whitney.
 - b. Samuel Slater.
 - c. The Monroe Doctrine.
 - d. The Louisiana Purchase.
18. Learn three historical quotations of this period.

18. Learn three historical questions of this period.
 - a. The Louisiana Purchase.
 - c. The Monroe Doctrine.
 - b. Samuel Slater.
 - a. Eli Whitney.
- IV. Prepare oral reports on:
 - Pike, The National Road, and the Erie Canal.
 18. On an outline map trace the routes of Lewis and Clark, states from 1800 - 1820.
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 14. List the reasons why isolation is impossible today.
 13. List reasons which made the policy of isolation
 - Federalists.
 12. Chart the events which led to the overthrow of the period.
 11. Write a brief biography of one of the leaders of this 1789 - 1801.
 10. List the main problems handled by the government from 1790 with that of 1825.
 9. Make a chart showing the number of representatives in
 8. Make a cartoon entitled "The Monroe Doctrine".
 - c. Trouble with revolutionary France, 1793 - 1800.
 - b. Pinckney Treaty of 1793.
 - a. Jay Treaty of 1795.
- three main headings:

19. Summarize the inventions of this period - tell inventor of each.
20. List on a time line in their proper places:
 - a. The inauguration of Washington.
 - b. The opening of the War of 1812.
 - c. The Treaty of Ghent.
 - d. The Monroe Doctrine.
 - e. The Louisiana Purchase.
 - f. The opening of the Erie Canal.
 - g. The invention of the cotton gin.
21. Write a report on the composing of "The Star Spangled Banner".

VII. Minimum Essentials.

1. A knowledge of the contributions of each of the following in getting our government under way.
 - a. George Washington.
 - b. John Adams.
 - c. John Jay.
 - d. Alexander Hamilton.
 - e. John Marshall.
 - f. Thomas Jefferson.
 - g. Albert Gallatin.
 - h. James Monroe.
 - i. Eli Whitney.
 - j. Samuel Slater.
 - k. Andrew Jackson.

19. Summarize the inventions of this period - tell
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- g. Albert Gallatin.
- h. James Monroe.
- i. Eli Whitney.
- j. Samuel Slater.
- k. Andrew Jackson.

12. 1. Lewis and Clark. War of 1812.
13. m. John Paul Jones. words:
- n. Robert Fulton. k. internal improvements
- o. Thomas Jefferson l. nullification
2. A knowledge of the greatness of Alexander Hamilton as a financier. n. alliances
3. An understanding of our difficulties in foreign affairs at this time. p. piracy
4. Knowledge of the importance, content, and influence of the Monroe Doctrine in our history.
5. An understanding of the reasons why the War of 1812 is often called "Mr. Madison's Unnecessary War".
6. An understanding of the meaning of the Industrial Revolution in America and its early difficulties.
7. A place knowledge of: 1823
 - a. The Louisiana Purchase. 1819
 - b. The Florida Purchase. 1825
 - c. Cumberland Road.
 - d. Erie Canal.
 - e. Tripoli.
8. A knowledge of how political parties started.
9. An understanding of how our states were formed from the new territories.
10. An understanding that people's beliefs are influenced by geographic, economic, and political factors.
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 - a. Revolution in America and its early difficulties.
 - b. An understanding of the meaning of the Industrial Revolution.
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 - e. Knowledge of the importance, content, and influence of the Monroe Doctrine in our history.
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11. A knowledge of the greatness of Alexander Hamilton as a financier.
12. Thomas Jefferson.
13. Robert Fulton.
14. John Paul Jones.
15. Lewis and Clark.

12. Some knowledge of the War of 1812.

13. Understanding of these words:

- | | |
|-------------------|--------------------------|
| a. tariff | k. internal improvements |
| b. excise | l. nullification |
| c. revenue | m. blockade |
| d. alien | n. alliance |
| e. sedition | o. pike |
| f. Bill of Rights | p. piracy |
| g. tribute | q. privateer |
| h. Federalist | r. embargo |
| i. neutrality | s. federal |
| j. currency | |

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|-----------|------|
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UNIT V. The Jacksonian Democracy.

Overview.

Between 1829 and 1865 the United States grew rapidly in population and in size. Perhaps more important than the amount of the increase are the causes of the increase. The first president during the years from 1829 to 1865 nearly had a war on his hands, and it will be necessary to notice just what the quarrel was about. The first part of this period sees a new kind of idea coming up, with several changes in the idea of democracy.

3. An appreciation of the significance of the policies and actions of Andrew Jackson, as a leader of the plain folk, on the growth of democracy in the United States.
4. Some knowledge of the important conflicts of this period and an appreciation of their far reaching influence on the history of our Country.
5. A realization that the attitudes of sections, groups of people and of individuals, are influenced by their economic interests.
6. Some knowledge of the advantages of the Merit System in Civil Service over the "Spoils System".

II. Problems.

1. What democratic changes in the United States influenced the election of Andrew Jackson?
2. Why did President Jackson believe that the use of the "Spoils System" was democratic?

I. Specific Objectives.

1. The realization that during this period there was an advance in democracy, partly due to the spirit of individual freedom in the West and to the demands of the laboring men in the East for a more active part in the government.
2. The realization that the election of Andrew Jackson was the result of the determination of the common people to secure equality of political rights, powers, and opportunities.
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- ## II. Problems.
1. What democratic changes in the United States influenced the election of Andrew Jackson?
 2. Why did President Jackson believe that the use of the "Spoils System" was democratic?

3. There were three important conflicts.
 - a. How did Andrew Jackson and other statesmen attempt to solve them?
 - b. How successful were these attempts at solution of the issues?
 - c. What factors influenced the attitudes of the statesmen, and of the sections of the country toward these problems?
 - d. What, in your opinion, were wise or unwise actions taken by the leaders of this period?
4. What do you consider the significance of Andrew Jackson and of the events of this period on the history of the United States?

III. Suggested methods of approach.

1. Review the industrial development in the United States with particular reference to the changes brought about in the lives of the laboring class. Review the beginning of labor unions.
2. Review the growth of the West. Discuss qualities which the pioneer had to possess in order to succeed. Mention free lands.
3. Discuss:
 - a. The meaning of democracy.
 - b. The factors which make a government democratic.
 - c. The steps taken toward democracy in the United States before the election of Andrew Jackson.

4. Show, by means of statistics, how the population of the West had grown since 1800.
5. Show on a blackboard map, the states which had entered the Union up to 1828.
6. Read or tell interesting facts and anecdotes about the boyhood and youth of Henry Clay, Daniel Webster, and John C. Calhoun.
7. Display pictures of:
 - a. The White House in Jackson's time.
 - b. The Capitol.
 - c. The Hermitage, home of Andrew Jackson.
8. Give a description of the city of Washington just before Andrew Jackson was inaugurated.

IV. Outline of subject matter.

1. Factors which helped to elect Andrew Jackson in 1828.
 - a. The Presidential Election of 1824.
 - (1) The West disappointed.
 - (2) Jackson's disappointment and the preparation of his supporters for the election of 1828.
 - b. Andrew Jackson, a new type of leader.
 - (1) The first six presidents
 - (a) Represented rich merchants and wealthy plantation owners.
 - (b) Had acquired political training by holding office in state and national governments.
 - (2) Andrew Jackson, a man "of the people" because of:

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(2) Jackson's disappointment and the preparation

of his supporters for the election of 1828.

b. Andrew Jackson, a new type of leader.

(1) The first six presidents

(a) Represented rich merchants and wealthy plantation owners.

(b) Had acquired political training by holding office in state and national governments.

(2) Andrew Jackson, a man "of the people"

because of:

- (a) His birth in a backwoods county in North Carolina.
 - (b) A boyhood spent in poverty.
 - (c) His associations with people of the frontier.
- c. Favorable characteristics of Andrew Jackson
 - (1) Courageous, honest, and patriotic.
- d. Manhood suffrage in the Eastern states.
- e. Property and religious qualifications for voting abolished in the East.
- f. Increase in the demands of the laboring man
 - (1) A voice in the government.
 - (2) Education for his children.
 - (3) Better working conditions.
- 2. Extensive use of the Spoils System by President Jackson.
 - a. Jackson believed that "rotation in office" was democratic.
 - b. Evil effects
 - (1) Fitness for government positions not considered.
 - (2) Incompetent men appointed.
 - (3) Appointments made as rewards for support of party leaders.
- 3. The Merit System in Civil Service - a contract. The Civil Service Act (1883).
 - (1) Required competitive examinations.
 - (2) Protected Civil Service employees.

(a) The birth in a Southern county in North Carolina.

(b) "bought upon in poverty."

(c) "in association with people of the frontier."

d. Favorable characteristics of Andrew Jackson

(1) "honest, honest, and patriotic."

(2) "a good soldier in the western states."

e. Property and relations qualifications for voting

abolished in the past.

f. Property in the hands of the laboring man

(1) "a vote in the government."

(2) "a vote in the election."

(3) "better working conditions."

g. Extensive use of the spoils system by President

Jackson.

h. Jackson believed that "rotation in office" was

democratic.

i. Civil service

(1) "least for government positions not

considered."

(2) "independent and impartial."

(3) "appointments made as rewards for support of

party leaders."

j. The Civil Service Act (1883) - a contrast.

The Civil Service Act (1883).

(1) "merit and competitive examination."

(2) "Protected Civil Service employees."

4. Influences of economic interests on the tariff problem. Robert Y. Hayne's arguments.
 - a. The South, an agricultural section, believed that the tariff caused economic disadvantages.
 - (1) The Southerners had to pay more for manufactured articles.
 - (2) The price of raw materials which they sold was not raised.
 - (3) The South feared that England would not buy her cotton.
 - (4) The North was making great profits.
 - (5) The tariff was unconstitutional.
 - b. The North - a manufacturing section.
 - (1) Believed their "infant industries" should be protected from English competition.
 - (2) Argued that a tariff would make the entire country prosperous.
5. Relations of Andrew Jackson and other leaders to the events following the Tariff Laws of 1828 and 1832.
 - a. The Tariff of 1828 ("Tariff of Abominations") followed by:
 - (1) The Exposition of Calhoun.
 - (a) Tariff would ruin the South.
 - (b) A state had a right to nullify a law if it believed the Federal law unconstitutional.
 - b. The Webster-Hayne debate.

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b. The Webster-Hayne debate.

- (1) State's rights versus the Federal Union.
 - (2) Robert Y. Hayne's arguments.
 - (a) A state has the right to nullify a law which it believes unconstitutional.
 - (b) The Federal Government has only those powers set forth in the Constitution.
 - (3) Daniel Webster's reply.
 - (a) The Supreme Court may decide the constitutionality of a law.
 - (b) The States must abide by the decision of the Supreme Court or the Union would fall apart.
- c. The results.
 - (1) Focused the attention of the entire nation on the issue of State's Rights versus the Federal Union.
 - (2) Helped to secure the devotion of the people to the Federal Union.
6. President Jackson's method of expressing the will of the people.
 - a. The Tariff of 1832.
 - (1) The Ordinance of Nullification in South Carolina.
 - (2) Threats of secession.
 - b. Jackson's resistance of nullification and disunion by
 - (1) A proclamation stating that the Federal laws would be upheld.
 - (2) Requested Congress to pass a Force Bill.

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7. The Compromise Tariff of Henry Clay.

Provided for a gradual decrease in rates.

8. Results of the actions of the leaders of this period.

a. The authority of the Federal Government was upheld.

b. Won point that laws passed by Congress must be obeyed until repealed, or declared unconstitutional by the Federal Courts.

c. Andrew Jackson's prestige was heightened by his devotion to the Union.

9. Jackson regarded himself as champion in the fight against the National Bank.

a. First National Bank started in 1791.

b. One-fifth of capital furnished by the Federal Government.

c. Bill to Recharter the Bank:

(1) The attitude of the West

Believed the Bank had too much power.

(2) The attitude of the laboring men in the East:

Believed it to be a monopoly against the welfare of the common man.

d. Jackson regarded the Bank as an enemy to the common people.

(1) Thought it a monopoly in the hands of a few wealthy men.

(2) Thought it had too much control over business in the United States.

(3) Thought Bank's money had been used to build

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- political opposition.
- (4) Declared Bank unconstitutional.
- e. Veto of Bill to Recharter.
- f. Removal of deposits.
 - (1) The end of the National Bank.
 - (2) Deposits placed in State Banks (Pet Banks).
- 10. Influence of Jackson helped elect Martin Van Buren.
 - a. The Whigs - the opposition party.
 - b. The Panic of 1837 due to
 - (1) Specie Circular.
 - (a) Payment of land to be made in gold and silver.
 - (b) People lost confidence.
 - (2) Distribution of surplus revenue among the states.
 - (3) Speculation in public lands.
 - (4) Expansion of credit in the West.
 - (5) Large amount of paper money issued.
 - (6) Failure of crops in 1835 and 1837.
- Important result - The Independent Treasury Act.

V. References.

For pupils.

Text Pp. 345 - 357.

1. Pp. 403 - 426.

2. Pp. 150 - 153.

3. Pp. 262 - 264.

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Text pp. 345 - 357.

1. pp. 403 - 426.

2. pp. 150 - 153.

3. pp. 282 - 284.

4. Pp. 318 - 345.
5. Pp. 332 - 334, 336 - 341.
8. Pp. 229 - 238, 604 - 608.
9. Pp. 219 - 220, Ch. XXI.

For Teachers.

Beard, C. A. & Beard, M. R. - The Rise of American Civilization.

Hart, Albert B. (Editor) - American History Told by Contemporaries. Vol III.

McDonald, William - From Jefferson to Lincoln. Chap. III.

Ogg, Frederic A. - The Reign of Andrew Jackson, Vol. XX of Chronicles of America.

Schesinger, Arthur M. - New Viewpoints in American History, Chap. IX.

VI. Suggested activities.

1. On an outline map of the United States show by using different colored crayons:
 - a. The thirteen original states.
 - b. The states which came into the Union between 1791 and 1821.
 - c. Print a statement which answers this question:
 - (1) How does this map partly explain the election of Andrew Jackson?
2. Write a summary of this subject "Territorial Growth of the United States".
3. List some economic and geographic factors which

influenced the attitude of the South on the protective tariff.

4. Draw a cartoon illustrating any issue or event of the "Era of Andrew Jackson".
5. a. Write a newspaper editorial in defense of the protective tariff.
- b. Write an editorial from the viewpoint of a cotton grower in South Carolina on the tariff.
6. Prepare an article for a newspaper of this period. Report on any of the following events. Make your headlines interesting.
 - a. The inauguration of President Jackson.
 - b. The Ordinance of Nullification.
 - c. The Bank Veto.
 - d. The Webster-Hayne Debate.
 - e. The Panic of 1837.
7. Make a list of the ideas of the frontiersman.
8. State demands of the laboring man during the period from 1800 - 1840.
9. Special reports:
 - a. Dorr's Rebellion.
 - b. The early life of Andrew Jackson.
 - c. Interesting facts about Henry Clay, Daniel Webster, John Calhoun.

VII. Minimum Essentials.

1. The realization that democracy is progressive. An

- extension of the right to vote leads to more privileges for the voters.
2. A knowledge of the changes in qualifications of voters between Washington's and Jackson's time.
 3. A knowledge of the factors which helped to bring about the election of Andrew Jackson.
 4. An understanding of the principle of democracy and of the factors which make a government democratic.
 5. An appreciation of the influence of Andrew Jackson on the history of the United States.
 6. A knowledge of the important statesmen of this period and an understanding of their relation to the issues of this period.
 7. An appreciation of the nominating convention as a democratic change.
 8. A knowledge of the three important conflicts of this period.
 9. A knowledge of Andrew Jackson's actions which showed him to be the people's champion.
 10. An appreciation of the advantages of the Merit System in Civil Service over the "Spoils System".
 11. An understanding of the importance of the Independent Treasury Act.
 12. A vocabulary increased by such words and phrases as:
 - a. protective tariff.
 - b. tariff for revenue.

- UNIT VI.
- c. nominating convention.
 - d. nullification.
 - e. civil service.
 - f. "Spoils System".
 - g. Merit System.
 - h. specie.
 - i. removal of deposits.
 - j. state Rights or States' Rights.
13. A growing appreciation of the advantages of a democratic form of government.

UNIT VI. America Pushes Westward to the Pacific.

I. Overview. How the United States came into

We have learned how the people of the United States fulfilled the requirements of a national state. In this unit we shall attempt to see the growing up of America under the government that had been so successfully launched. We shall learn how the nation grew territorially. Daniel Boone and George Rogers Clark were the pioneers of the Westward movement. Soon a great procession of pack-horses, Conestoga wagons, and flat boats started on the westward trek. We shall learn how the nation obtained the territory to the Pacific. Waves of feeling were sweeping the country. New territory brought the

slavery problem to the foreground.

6. Some geographical knowledge of the acquired territory.

II. Problems.

1. What were the various methods by which the United States came into possession of land west of the Louisiana Purchase?

a. Do you approve of these methods?

b. Why did the United States desire this new territory? What was found there?

III. Suggested methods of approach.

1. The following slides from the Raystone "New 600 Set" may be shown:

#321 Mount Hood and Out-over Timber Land, Oregon

I. Specific Objectives.

1. A knowledge of how the United States came into possession of land west of the Louisiana Purchase.
2. A knowledge of the various methods by which nations may come into possession of land - discovery, exploration, settlement, treaty, purchase and war.
3. An understanding that some methods by which nations expand are not desirable and may lead to future difficulties.
4. An appreciation of the good neighbor policy between nations.
5. An understanding that the new territory brought the slavery problem to the foreground.
6. Some geographical knowledge of the acquired territory.

II. Problems.

1. What were the various methods by which the United States came into possession of land west of the Louisiana Purchase?
 - a. Do you approve of these methods?
 - b. Why did the United States desire this new territory? What was found there?

III. Suggested methods of approach.

1. The following slides from the Keystone "New 600 Set" may be shown:
 - #221 Mount Hood and Cut-over Timber Land, Oregon

IV: Outline #224 Great Trees that Grow in the Northwest, Showing
17: Admission Method of Felling, Oregon.

#227 Cleaning Salmon - Interior of a Canning
(1) Establishment, Astoria, Oregon.

#222 Wizard Island, Crater Lake, Oregon. Division.

#182 Mounted Sioux Indians in "Full Feather" -
b. 3 Leaving Camp, Nebraska.

#180 Looking across Sugar Beet Fields and Sugar Plant,
Patte River Valley, Scotts Bluff, Nebraska.

#126 General View of the Alamo, San Antonio, Texas.

#127 Making a Drive on the Paloduro Ranch, Paloduro,
Texas. Third stage of journey westward, 1831 -

#123 Oil Tankers and Barges at Pier, Port Arthur,
Texas. 1835 - 1890 families in Texas under

#289 Henequen, the Wealth of Yucatan, from Which
(1) Colonists and Mexicans differed in language,
Sisal Hemp Fiber is Produced, Mexico.

2. Develop an interest by the study of a map which shows the United States territory up to 1803.
3. Show library pictures of early Spanish settlements in California, and those of the Western National Parks.
4. By reviewing how the United States had acquired territory before 1803, create a curiosity of how the new territory might be obtained.
5. Review briefly the history of Mexico and her separation from Spain.
6. Read parts of the Oregon Trail by Parkman.

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- 4127 Making a Drive on the Palo Verde Ranch, Palo Verde, Texas.
- 4128 General View of the Alamo, San Antonio, Texas.
- Patte River Valley, Scotts Bluff, Nebraska.
- 4180 Looking across Sugar Beet Fields and Sugar Plant, Leaving Camp, Nebraska.
- 4182 Mounted Sioux Indians in "Tall Feather" - Wizard Island, Crater Lake, Oregon.
- 4227 Establishment, Astoria, Oregon.
- 4227 Cleaning Salmon - Interior of a Canning Method of Felling, Oregon.
- 4234 Great Trees that Grow in the Northwest, Showing

IV. Outline of subject matter.

1. Admission of Texas, 1845.

a. Reasons for migrating to Texas.

- (1) Mexico offered land cheaply.
- (2) Fertile land required little cultivation.
- (3) Impoverished families wished a new start.

b. States represented.

- (1) Early emigrants from Western and Southern states.
 - (a) Had previously migrated from New England, New York, Pennsylvania, Virginia and Georgia.
 - (b) Third stage of journey westward, 1821 - 1835 - 1000 families in Texas under Stephen F. Austin who was loyal to Mexico.

c. Causes for Texan revolt from Mexico.

- (1) Colonists and Mexicans differed in language, religion and political ideas.
- (2) Mexicans opposed slavery.

d. Mexican reprisals against Americans.

- (1) Cancellation of land grants.
- (2) Tariff on farming implements.
- (3) Abolition of slavery.
- (4) Garrison at the Alamo, a Spanish mission of San Antonio, destroyed by Santa Anna.

e. Defeat of Santa Anna by General Sam Houston at the San Jacinto River.

- (1) Texan Republic, headed by General Houston

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e. Defeat of Santa Anna by General Sam Houston at

the San Jacinto River.

- (1) Texan Republic, headed by General Houston

established.

(2) Slavery declared legal.

f. Texas enters the Union.

(1) Delay due to objections of Northerners.

(a) Considered a slave owners' plot to obtain territory.

(b) United States accused of following European policy of imperialism.

(2) John C. Calhoun considered Texas necessary for "balance of power".

(3) Westerners favored their fellow frontiersmen.

(4) A joint resolution in both houses, requiring only majority vote, admitted Texas to the Union in 1845.

2. Admission of Oregon.

a. United States claims to Oregon based on

(1) Discovery of Columbia River by Captain Gray in 1792.

(2) Explorations of Lewis and Clark.

b. Joint occupation agreement of 1818-1828.

(1) Allowed England and the United States to use territory west of Rocky Mountains between parallels 42° and $54^{\circ}40'$.

(a) English Hudson Bay Company took full possession.

(b) Compromise offered by President Buchanan refused.

c. Compromise of President Polk surrendered all

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American claims above the forty-ninth parallel to Great Britain.

- (1) Territory six times the size of New York State became a part of the United States by arbitration.

d. Emigrants to the Oregon Territory.

- (1) Missionaries - leaders - Dr. Elijah White and Dr. Marcus Whitman.
- (2) Fur traders - earliest - John Jacob Astor.
- (3) Wagon trains gathered on Missouri River from Independence to Council Bluffs, each spring.
- (4) New England pioneers.

e. Life on the Oregon Trail.

- (1) Hardships of emigrants.
 - (a) Scarcity of water.
 - (b) Indian attacks.
 - (c) Gullies and swamps.
 - (d) Disease.
- (2) Route along Platte River, through Nebraska, Wyoming, northwest through Idaho to Columbia River brought much suffering but brought out perseverance of pioneers.
- (3) Many natural wonders first viewed by these pioneers - Yellowstone National Park.

3. The Southwest - 1848.

- a. Dispute over Texan boundary.

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- (1) Land south and west down to the Rio Grande claimed by Texans.
- (2) Neucos River and northern line from that claimed as boundary by Mexicans.
- (3) General Zachary Taylor sent to the northern bank of the Rio Grande - this act was considered as an American invasion.

b. War with Mexico - 1846.

- (1) General Taylor defeated Santa Anna in a series of battles in Northern Mexico.
- (2) General Kearney and John C. Fremont seized California.
- (3) General Scott captured Mexico City.

c. Results of Declaration of Peace of 1848.

- (1) Mexicans ceded to the United States California, Arizona, and New Mexico.
- (2) The Rio Grande was to be the accepted boundary.
- (3) The United States paid Mexico \$15,000,000 (some authors say \$18,000,000).
- (4) 523,802 square miles of territory was added to the United States.
- (5) The slavery problem became more of an issue.

d. Discovery of gold in California - 1848.

- (1) Rush of immigrants to Sacramento Valley.
- (2) The Forty-niners - farmers, mechanics,

V. References. tradesmen, lawyers, doctors, adventurers.

(3) Routes to California.

(a) Easiest but longest by Cape Horn.

(b) Shorter route by boat to the Isthmus of Panama, by land to the Pacific, by boat to California.

(c) Overland trail from Mississippi across plains, through the Rockies.

(d) Santa Fe Trail extended to Los Angeles.

(4) Gold output \$40,000,000 in 1849.

(a) Population increase caused prices of ordinary supplies to soar (one hundred thousand went to California in 1850).

(b) After mining of surface gold, ranching, fruit growing and manufacturing assumed its normal course.

(5) Miners invasion kept out slavery.

(a) California admitted as a free state in 1850.

f. Utah Territory organized in 1850.

(1) Brigham Young, leader of Mormons.

(2) Settled in section overlooking Salt Lake Valley.

(a) Irrigated sandy soil.

(b) Built roads, bridges and canals.

(c) Made Salt Lake City a stopping point for westward and eastward trade.

g. Gadsen Purchase - 1853.

(1) Strip of land bordering Arizona and New Mexico purchased from Mexico for \$10,000,000 - arranged by James Gadsen.

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V. References.

For pupils.

Text Pp. 361 - 369.

1. Pp. 439, 524 - 526, 462 - 466. following:
2. Pp. 177 - 206, 209 - 220. a. Yosemite National Park.
3. Pp. 238 - 248. f. David Crockett.
4. Pp. 353 - 371. g. Moses Austin
5. Pp. 267 - 299. National.
6. Pp. 237 - 263.
9. Pp. 343 - 352.

For teachers.

Fish, C. R. The Development of American Nationality,
Pp. 276 - 281.

Gabriel, N. Pageant of America.

Garrison, G. P. Westward Extension.

Rugg, H. American Life and the School Curriculum.

VI. Suggested activities.

1. Make a time line showing the dates of the following:
 - a. The fall of Alamo.
 - b. The annexation of Texas.
 - c. The end of the Mexican War.
 - d. Discovery of gold in California.
 - e. The Oregon Territory.
2. On an outline map of the United States show how our country has expanded since 1783. Color, name, and give the date of each addition to complete our

V. References.

For pupils.

Text Pp. 361 - 369.

1. Pp. 432, 434 - 436, 438 - 440.

2. Pp. 177 - 208, 209 - 220.

3. Pp. 238 - 248.

4. Pp. 353 - 371.

5. Pp. 287 - 299.

6. Pp. 237 - 263.

9. Pp. 343 - 353.

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e. The Oregon Territory.

2. On an outline map of the United States show how our

country has expanded since 1783. Color, name, and

give the date of each addition to complete our

VII. Min boundaries.

3. Describe at least four problems which faced the family moving westward.
4. Give a floor talk on one of the following:
 - a. The Mormons
 - b. The Forty-niners.
 - c. Yellowstone National Park.
 - d. Hot Springs National Park.
 - e. Yosemite National Park.
 - f. David Crockett.
 - g. Moses Austin
5. Summarize our methods of obtaining territory beyond the Louisiana Purchase.
6. List the main natural resources which we obtained with our additional territory.
7. Make a chart indicating territory added, year, how obtained, and from whom.
8. Make a "Who's Who" of this period.
9. Make an illustrative map showing the National Parks of this section.
10. Give at least five examples to summarize or prove this statement - The moving frontier in America has been a very important influence.
11. Read the Oregon Trail by Francis Parkman.
12. Write a paper summarizing the attitude of the Spanish toward the Americans in Texas.
13. Bring to class relics of the West.
14. Make an outline of the causes of the Mexican War.

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3. Describe at least four problems which faced the family boundaries.

VII. Minimum Essentials.

1. A knowledge that the United States came into possession of Texas by annexation, Oregon territory by compromise with Great Britain, and the Southwest by war with Mexico.
2. An appreciation of the facts, that the compromise with Great Britain has led to years of peace with our northern neighbor, and that the war with Mexico has led to years of border trouble and not too friendly relations with Mexico, our southern neighbor.
3. An understanding of why the discovery of gold in California led to rapid settlement and development of that section.
4. A knowledge of the location of the largest rivers of the West and how they aided the settlers.
5. Some appreciation of what the United States government has done to preserve the natural beauties of the West by establishing national parks for the use of all of the people.
6. An appreciation of the perseverance of the pioneers of this period.
7. An understanding of the following word study:

a. compromise	e. migration
b. expansion	f. cession
c. imperialism	g. invasion
d. policy	h. irrigation

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UNIT VII. American Life is Changed by New Inventions and

- | | |
|-----------------|-----------------|
| i. overland | l. preservation |
| j. exploitation | m. cancellation |
| k. mutual | n. issue |

8. Such dates as:

1849

1846

Review of all to date.

Tremendous changes have likewise been produced by certain inventions. When an Englishman found a way to make the steam engine work successfully, he gave the world the key to faster transportation. When a New England teacher invented the cotton gin, he caused plantations to spread over thousands of acres that had never known the crop before. When men invented power machinery to spin thread and weave cloth, they changed a household occupation into a great industry.

American life has from the beginning to the present been greatly affected by inventions. During its first half century of existence we shall see that the new nation experienced many great changes in industry, transportation, and in communication.

UNIT VII. American Life is Changed by New Inventions and

1. Interest. ... that between 1830 and 1860 the United

Overview. ... was forming a new Era with American ideas and

A new discovery or invention sometimes changes the whole pattern of living of a people. Stone-Age man's discovery that tools and weapons could be fashioned of flint not only made it possible for him to secure better food, clothing, and shelter, but offered him a better means of defending himself.

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American life has from the beginning to the present been greatly affected by inventions. During its first half century of existence we shall see that the new nation experienced many great changes in industry, transportation, and in communication.

a. What were some of the reforms of this period?

III. Suggested methods of approach.

1. Through class discussion bring out the inventions of the Industrial Revolution period in England which might also influence an Industrial Revolution in the United States.

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I. Specific objectives.

1. An understanding that between 1830 and 1860 the United States was forming a new Era with American ideas and customs.
2. A knowledge of industrial changes brought about by improved transportation and inventions.
3. An understanding of the growth in education and reform movements of this period.
4. A knowledge of some of the writers of this period and the influence of their works upon American life.

II. Problems.

1. How did improved transportation influence the growth of industries?
 - a. How did this growth influence home manufacturing?
 - b. Why were labor conditions much poorer than they are today?
2. Why were there outstanding changes in education during this period?
3. How did the writers of this period aid reform movements?
 - a. What were some of the reforms of this period?

III. Suggested methods of approach.

1. Through class discussion bring out the inventions of the Industrial Revolution period in England which might also influence an Industrial Revolution in the United States.

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2. A knowledge of industrial changes brought about by improved transportation and inventions.
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III. Suggested method of approach.

1. Through class discussion bring out the inventions of the Industrial Revolution period in England which might also influence an industrial revolution in the

United States.

2. Through map study, bring out the natural resources which aided most in our Industrial Revolution.
3. Through review, summarize the progress we had made in education by 1830.
4. Picture study of the early types of transportation, early schools and the home life of the people of this period will arouse interest.
5. Read to the class passages from Snowbound by John Greenleaf Whittier, or from the Legend of Sleepy Hollow by Washington Irving.

IV. Outline of subject matter.

1. Improved water transportation.
 - a. River steamboats.

Cargo valued at \$100,000,000 carried in 1850.
 - b. Canals.

3,700 miles in 1850.
 - c. Clipper ships.

Foreign trade carried by clipper ships rivaled that of England in 1850.
2. Improved land transportation.
 - a. Railroads.
 - (1) Peter Cooper's Tom Thumb in 1830.

Early roads uncomfortable, wooden rails.
 - (2) Government grants to companies between 1850 and 1860.
 - (3) 31,000 miles of railroads in 1860.

2. Through map study, bring out the natural resources which aided most in our Industrial Revolution.

3. Through review, summarize the progress we had made in education by 1880.

4. Picture study of the early types of transportation, early schools and the home life of the people of this period will arouse interest.

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(4) Invention of telegraph by Samuel Morse in 1840 aided dispatching.

(5) Increased comforts.

(a) Iron rails by 1860.

(b) Use of sleeping cars.

b. Effects of railroads.

(1) Canals used less.

(2) Improved highways to connect railroads.

(3) Increase in immigrant workers.

(4) Increase in use of raw materials for manufacturing.

3. Growth of manufacturing.

a. 1,300,000 factories and shops in 1860.

b. Increase in cotton and woolen goods due to faster machinery.

c. Increase in metal manufactures.

(1) Axes, tools, nails, cook stoves.

(2) Tinware, clocks, brass goods in Southern New England.

d. Factory conditions.

(1) Long hours, low wages, filthy working conditions.

(2) Women and children employed.

e. Results.

Labor unions sought.

(a) Improved working conditions.

(4) Invention of telegraph by Samuel Morse in

1840 aided dispatching.

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e. Results.

Labor unions sought.

(a) Improved working conditions.

- (b) Education for children of the working class.

4. Changes in home manufacturing.

- a. Factory-made goods supplanted homemade goods, due to:

- (1) Invention of sewing machine by Elias Howe - 1846.
- (2) Vulcanizing of rubber by Charles Goodyear in 1846.
- (3) Use of machines for stitching leather.
- (4) Employment of women and children in factories.

b. Results.

- (1) Traveling workmen made candles, shoes, clothes.
- (2) Growth of small shops.
- (3) New England became first section to give up homemade goods.

5. Changes on farms.

- a. Increase in acreage due to

- (1) Iron plow invented by Jethro Wood, 1825.
- (2) Reaper invented by Cyrus McCormick, 1847.
- (3) Use of horses in place of oxen.

6. Changes in education.

- a. Early schools.

- (1) Pupils from 5 to 20 years of age in one room.
- (2) Few textbooks, untrained teachers.
- (3) No public high schools.

(b) Education for children of the working class.

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(4) School needs emphasized by immigration.

b. Improvements.

(1) Massachusetts State Board of Education

a. formed, and Training schools for Teachers

(1) established by Horace Mann.

(2) Public High Schools established.

d. (a) West had many more than the East.

(1) (b) New subjects taught - history, geography, music.

(3) Colleges for women.

Mt. Holyoke - Mary Lyon - 1837.

7. Aids to education.

a. Invention of rotary press by Richard Hoe - 1846.

b. Daily newspapers.

New York Sun - 1833, New York Tribune - 1841.

c. Magazines.

d. Postoffices.

8. New American Literature.

a. Writers of prose.

a. (1) James Fenimore Cooper.

b. First American Author recognized by Europe.

(2) Washington Irving.

c. The Legend of Sleepy Hollow.

d. (3) Nathaniel Hawthorne.

b. Writers of poetry.

(1) William Cullen Bryant.

c. First American poet.

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Quaker who defended the oppressed.

(3) Henry W. Longfellow.

c. Essayists. its problems brought before entire

(1) Ralph Waldo Emerson.

V. References (2) Oliver Wendell Holmes.

d. Historians.

(1) George Bancroft.

1. Pp. 197 Wrote about American colonies and the

2. Pp. 345 Revolution. 334, 323 - 248.

3. Pp. (2) Francis Parkman.

4. Pp. 291 Described work of explorers and Indian

5. Pp. 293 troubles. - 311.

e. Writers for reform movements.

(1) Abolition of slavery. Chap. VII.

Brooks, V. H. (a) William Lloyd Garrison - The Liberator.

Chap. 3. (b) Harriet Beecher Stowe - Uncle Tom's Cabin.

Fish, G. H. - The Development of American Nationality.

9. Reform movements. XVIII.

VI. Suggest a. Schools established for deaf, dumb and blind.

1. b. Establishment of a hospital for insane in
Massachusetts. 30 - 1860.

2. c. Abolishment of imprisonment for debt. ture and

d. Improvement of prison conditions. this period.

3. e. Establishment of temperance societies. that

con Maine, the first prohibition state. portation in

f. Movement for missionary work. century. Your

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Influence of Martha Wright, Elizabeth Stanton
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V. References.

For pupils. "Who's Who" of this period in the fields of
Text Pp. 381 - 423.

1. Pp. 197 - 213.
2. Pp. 345 - 356, 321 - 334, 229 - 245.
5. Pp. 302 - 338, 343 - 355.
6. Pp. 291 - 313, 269 - 288.
9. Pp. 298 - 303, 303 - 311.

For teachers.

Adams, J. T. - The Epic of America, Chap. VII.

Brooks, V. W. - The Flowering of New England: 1815 - 1865.

Chase, S. - Men and Machines.

Fish, C. R. - The Development of American Nationality.
Chap. XVIII.

VI. Suggested activities.

1. Make a graph indicating the increase in railroad
mileage between 1830 - 1860.
2. Make a report on the contributions to culture and
education by Massachusetts people of this period.
3. Make an outline of the different inventions that
contributed to the development of transportation in
the middle years of the nineteenth century. Your

- g. Women's rights movement given recognition.
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Text pp. 381 - 423.

1. pp. 197 - 213.

2. pp. 345 - 358, 381 - 394, 423 - 445.

3. pp. 302 - 328, 343 - 358.

4. pp. 291 - 313, 389 - 408.

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Chap. XVII.

VI. Suggested activities.

1. Make a graph indicating the increase in railroad mileage between 1830 - 1860.
2. Make a report on the contributions to culture and education by Massachusetts people of this period.
3. Make an outline of the different inventions that contributed to the development of transportation in the middle years of the nineteenth century. Your

outline should show the origin, steps in improvement, and the lasting influence of each invention.

4. Make comparative lists of tools on a colonial farm and tools on a modern farm.
5. Prepare a time line for presidential administrations from 1829-1860.
6. Make a "Who's Who" of this period in the fields of invention, welfare, literature and music.
7. Plan a class Quotation Period based upon the works of writers prominent between 1850 - 1860.
8. List the reform movements of this period with their leaders.
9. In a floor talk, contrast home life of New England, the West and the South during this period.
10. Write a story on one of the following:
 - a. The Indian Medicine Man.
 - b. The Sports of the American Indian.
11. Make a picture collection of early clipper ships.
12. Write a short biography on one of the following:
 - a. Charles Goodyear.
 - b. Lucretia Mott.
 - c. Harriet Beecher Stowe.
 - d. Nathaniel Hawthorne.
 - e. Stephen Foster.
 - f. Horace Mann.

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 9. In a floor talk, contrast home life of New England, the West and the South during this period.
 8. List the reform movements of this period with their leaders.
 7. Plan a class question period based upon the works of invention, welfare, literature and music.
 6. Make a "Who's Who" of this period in the fields of from 1829-1860.
 5. Prepare a time line for presidential administrations and tools on a modern farm.
 4. Make comparative lists of tools on a colonial farm and the lasting influence of each invention.
- outline should show the origin, steps in improvement,

- agricultural, industrial, and cultural changes.
2. An understanding of the factory system during this period.
 3. A knowledge of the changes in home life at this time.
 4. An understanding of the causes for growth in education and reform movements.
 5. Some appreciation of the works of writers and educators from Massachusetts.
 6. A knowledge of the influence of writers upon the slavery problem.
 7. An understanding of the following:
 - a. essayist.
 - b. universal.
 - c. vulcanized.
 - d. welfare.
 - e. patent.
 - f. cultural.
 - g. itinerant.
 - h. humane.
 - i. orphanage.
 - j. temperance.
 - k. abolition.
 - l. rotary.
 8. Knowledge of:
 - a. Elias Howe.
 - b. Henry W. Longfellow.
 - c. Cyrus McCormick.

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8. Knowledge of:

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b. Henry W. Longfellow.

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UNIT VIII. d. Samuel F. B. Morse. e. Threatened.

Overview e. Thomas Paine.

In our last unit we studied about the territorial, industrial, and cultural development of the nation. In our study we were aware that the North, South, and West differed sharply on a number of important issues, such as the United States Bank, public land, the tariff, internal improvements, states' rights, and slavery. Finally, the questions of state jurisdiction and of the extension of slavery overshadowed all other issues and created a political impasse between the North and the South. The problem of this unit is to try to understand the causes of the clash and to see how it might have been avoided.

d. Samuel F. B. Morse.

e. Thomas Paine.

UNIT VIII. The Unity of the Nation Threatened.

Overview.

In our last unit we studied about the territorial, industrial, and cultural development of the nation. In our study we were aware that the North, South, and West differed sharply on a number of important issues, such as the United States Bank, public land, the tariff, internal improvements, states' rights, and slavery. Finally, the questions of state jurisdiction and of the extension of slavery overshadowed all other issues and created a political impasse between the North and the South. The problem of this unit is to try to understand the causes of the clash and to see how it might have been avoided.

5. A tolerant attitude toward the problems of the North and South during this crisis.

6. Appreciation of the attempts to keep Union through compromise.

II. Problems.

1. How did geographic and economic factors influence the development of different occupations and interests in the North and South?

a. Why did the invention of Eli Whitney's cotton gin and the demand for cotton from Europe and New England help to cause the conflict between the two sections?

b. Why did cotton become the most important crop in the South?

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I. Specific Objectives. *industries, social classes, and ways*

1. An understanding of the ways in which geographic and economic conditions of the North and South caused the development of different industries, different social classes, and ways of living.
2. Knowledge and understanding of the events which divided the Union into two nations antagonistic to one another. *there an increase in anti-slavery*
3. Knowledge of the arguments for and against slavery as set forth by the people of the United States during the controversy over slavery. *between the sections?*
4. Understanding of the fact that slavery was an economic, political and moral problem. *and?*
5. A tolerant attitude toward the problems of the North and South during this crisis. *their attempt to keep the*
6. Appreciation of the attempts to keep Union through compromise. *some people in the North show their dis-*

II. Problems. *approval of the Fugitive Slave Law?*

1. How did geographic and economic factors influence the development of different occupations and interests in the North and South? *vice of popular sovereignty in*

- a. Why did the invention of Eli Whitney's cotton gin and the demand for cotton from Europe and New England help to cause the conflict between the

III. Methods *two sections?*

1. b. Why did cotton become the most important crop in the South?

- c. How did the industries, social classes, and ways of living in the North differ from those of the South?
- 2. Why did the North and South develop different opinions about slavery?
- 3. How did the principle of abolition help to drive the North and South apart?
- 4.
 - a. Why was there an increase in anti-slavery sentiment?
 - b. How did the leaders of the crusade against slavery aggravate the bitterness between the sections?
- 4. How did slavery become a serious political problem?
 - a. Why was a "balance of power" desired?
 - b. Why were the important compromises concerning slavery unsuccessful in their attempt to keep the Union?
- c. How did some people in the North show their disapproval of the Fugitive Slave Law?
 - d. Why were some Northerners angered by the Dred Scott Decision?
 - e. Why was the practice of popular sovereignty in Kansas unfortunate?

5. Why was the election of 1860 a critical one?

III. Methods of approach.

1. Review.

- a. Ways of living in the North in the 1850's.

b. Ways of living in the South in the 1850's.

c. Westward Expansion.

2. Interesting facts about the lives of the statesmen of this period.

a. Reports by pupils or teachers on the lives of

(1) Henry Clay.

(2) Daniel Webster.

(3) John Calhoun.

(4) Stephen A. Douglas.

(5) Abraham Lincoln.

3. Pictures of the "Old South".

4. Map study of the cotton region.

5. Pictures showing diversified industries of the South today.

6. Review states' rights versus national loyalty.

IV. Outline of subject matter.

1. Geographical conditions which caused development of different industries in the North and South.

a. Factors which led to the growth of the "Cotton Kingdom" in the South.

(1) Warm, moist, enervating climate.

(2) Long growing season.

(a) Approximately 180 to 240 frostless days in the cotton region.

(3) Level land.

(4) Fertile soil.

(a) Rich, alluvial valley.

(2) (b) Fertile coast land plain.

(5) Plentiful rainfall.

(a) Average 40" to 60" during a year.

(6) Lack of minerals.

(a) Less coal and iron than in the North.

(b) Coal and iron not mined as early as in the Northern States.

(7) Slaves provided cheap and useful labor.

2. Geographical (a) Adapted to climate and field work.

b. Factors favoring the growth of industry in the North.

(1) Natural resources.

(a) Abundant water power.

(b) Deposits of coal in the Appalachian Region.

(c) Large quantities of iron ore.

(d) Mines developed before South developed mines.

(2) Capital to invest.

(3) Decline of shipping.

(4) Invigorating climate.

(5) More rapid development of transportation than in the South.

2. Economic factors which fastened slavery on the South.

a. Demand for cotton for the mills of Europe and New England.

b. The invention of the cotton gin.

(1) Increased the amount of cotton production.

- (2) More slaves were needed.
 - (3) Made a market for slaves.
 - (a) Buying and selling slaves made more profitable.
 - (4) Southerners moved westward for large tracts of fertile land because of
Intensive cultivation of cotton wasted the land.
- 3. Geographic and economic factors helped to bring about different social classes and ways of living in the North and South.
 - a. In the South.
 - (1) Small groups of wealthy planters.
 - (2) Larger group of small planters.
 - (3) Small farmers (great majority).
 - (4) Slaves.
 - b. Ways of living in the South.
 - (1) Plantation system.
 - (2) Small farms.
 - c. In the Northern industrial section.
 - (1) Mill owners.
 - (2) Factory workers.
 - (3) Growth of cities.
- 4. The slavery problem.
 - a. Colonial period.
 - (1) Slaves introduced in Virginia 1619.
 - (2) Slaves in all colonies.

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- a. Colonial period.
 - (1) Slaves introduced in Virginia 1619.
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- (3) Fewer slaves in the North than in the South.
- (4) Gradual freeing of the slaves in the North.
- b. Antislavery sentiment appeared during Revolution.
 - (1) Outstanding men who opposed slavery.
 - (a) Washington.
 - (b) Jefferson.
- c. Difference of opinion arises between the North and the South.
 - (1) In the North.
 - (a) Began to believe slavery was wrong.
 - (b) South should free their slaves.
 - (c) Slavery must not be allowed in the territories.
 - (2) The South.
 - (a) No practical way to free slaves.
 - (b) Value was too great.
 - (c) Slaves could not care for themselves.
 - (d) Believed it would be dangerous - slaves might turn against owners.
- d. The Ordinance of 1787.

Slavery forever prohibited in the territory north of the Ohio.
- 5. Events which helped to drive the North and South apart.
 - a. The abolitionists.
 - (1) Purpose - to abolish slavery.
 - (2) Leaders.

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5. Events which helped to drive the North and South apart.

- a. The abolitionists.
- (1) Purpose - to abolish slavery.
- (2) Leaders.

- (1) (a) Benjamin Lundy.
- (b) James Birney.
- (c) William Lloyd Garrison "The Liberator".
- (3) Effect aggravated the bitterness between the North and South.
- b. Harriet Beecher Stowe's "Uncle Tom's Cabin".
 - (1) Aroused the North.
 - (2) Inflamed the South.
- c. "Balance of power".

Number of states and slave states to be kept equal. To keep the voting power in the Senate the same.
- d. Missouri Compromise (1820).
 - (1) Circumstances.
 - (a) Debate over admission of Missouri Territory to the Union.
 - (b) 1818 - 22 states - 11 free, 11 slave.
 - (c) South desired equality in Senate for prevention of passage of anti-slavery laws.
 - (d) Population of several thousand slaves in Missouri.
 - (e) North desired territories west of Mississippi to be free.
 - (2) Provisions.
 - (a) Maine admitted as a free state.
 - (b) Missouri as a slave state.
 - (c) All territory north of $36^{\circ}30'$ and east of the Rocky Mountains, to come in as free states.
- e. The Annexation of Texas.

- 9
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 - (b) Missouri as a slave state.
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 - (c) William Lloyd Garrison "The Liberator".
 - (b) James Birney.
 - (a) Benjamin Lundy.

- (1) North opposes annexation.
 - (a) Feared Texas might be divided into several slave states.
 - (b) Would strengthen power of South in Senate. Texas admitted as a slave state.

f. The Mexican Cession and settlement of California intensify the slavery controversy.

- (1) Attitude of the North of the new territory.
- (2) Attitude of the South.
 - (a) Wanted an equal share in the territory.
 - (b) Proposed Missouri Compromise line be extended.
- (3) Settlement of California.
 - State Constitution excludes slavery.

g. Compromise of 1850.

- (1) Henry Clay and Daniel Webster.
- (2) Provisions concerning slavery.
 - (a) California admitted to the Union as a free state.
 - (b) In the Territories of New Mexico and Utah, the people were to decide whether they should enter the Union - slave or free.
 - (c) Slave trade but not slavery should be forbidden in the District of Columbia.
 - (d) More drastic Fugitive Slave Law.
- (3) Results.
 - (a) Admission of California as a free state disliked by South.
 - (b) Secession threatened by some Southern States.

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(a) Wanted an equal share in the territory.

(2) Attitude of the South.

(1) Attitude of the North of the new territory.

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2. The Mexican Cession and settlement of California

(b) Would strengthen power of South in Senate. Texas admitted as a slave state.

(a) Feared Texas might be divided into several slave states.

(1) North opposes annexation.

- (c) Fugitive slave law disliked and not obeyed by the North.
 - (d) Difficult to enforce the Fugitive Slave Law.
 - (e) Activities of the "Underground Railroad" increased.
- h. The Kansas-Nebraska Act (1854).
 - (1) Circumstance.
 - (a) Stephen Douglas sets forth the principle of "Popular Sovereignty".
 - (2) Provisions.
 - (a) Repealed the anti-slavery provisions of the Missouri Compromise.
 - (b) Territory west of Mississippi, and east of Rocky Mountains, divided into two territories.
 - (c) People should decide whether the states should enter the Union with or without slavery.
 - (3) Results.
 - (a) North and South struggle to control Kansas.
 - (b) North and South send settlers to organize governments.
 - (c) Civil War leads to:
 - Loss of property.
 - Loss of lives.
 - (d) Kansas admitted as a free State.
- i. The Dred Scott Case.
 - (1) Circumstances.
 - (a) Dred Scott, a slave, taken by his master into free territory.

(a) Fred Scott, a slave, taken by his master into free territory.

(1) Circumstances.

1. The Fred Scott Case.

(d) Kansas admitted as a free State.

Loss of lives.

Loss of property.

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(b) Difficult to enforce the Fugitive Slave Law.

(c) Fugitive slave law failed and not obeyed by the North.

- (b) Dred Scott claimed this made him free.
- (c) The Supreme Court decided that Congress had no right to exclude slavery from territories.

(2) Results.

- (a) Angered the North.
- (b) Pleased the South.

j. John Brown's Raid.

(1) Planned to settle the slavery question.

- (a) By stirring up a rebellion of slaves against their masters.

(2) Attacked United States Arsenal at Harper's Ferry, West Virginia.

(3) Results.

- (a) John Brown captured, found guilty of treason, hanged.
- (b) Received sympathy of Northern abolitionists.
- (c) Some Northerners condemned his action.

(4) The Union is divided.

- (a) Republican party organized (1856).

Principles:

Liberal view of the Constitution.

Opposition to states rights.

Resistance to extension of slavery in territories.

Not to interfere with slavery in states where it already existed.

(b) The Democrats divide.

Lincoln-Douglas Debates.

Principles:

Abraham Lincoln - United States could not exist half slave and half free.

Stephen A. Douglas - Popular Sovereignty.

Result:

Brought the issue before the people. Influenced the nomination of Lincoln as Republican candidate for president in 1860.

(c) The South secedes following the election in 1860 because they felt they must give up the idea of states rights or leave the Union.

Northern Democrats.

Candidate - Stephen A. Douglas.

Principle - Popular Sovereignty.

Southern Democrats.

Candidate - Stephen Breckenridge.

Principle - To preserve the Union.

Republicans.

Candidates - Abraham Lincoln
William H. Seward

Principles - Not to oppose slavery in Southern states. To oppose extension of slavery in new territories.

Union Constitutional Party (Independent)

Candidate - John C. Bell

Principle - Preserve the Union.

V. References.

For pupils.

Text - Pp. 320 - 327.

1. Pp. 313 - 337.

2. Pp. 242 - 249.

3. Pp. 252 - 256.

4. Pp. 253 - 271.

5. Pp. 307 - 357.

6. Pp. 319 - 344.

8. Pp. 267 - 323.

9. Pp. 272 - 279, 307 - 309, 350 - 375.

For Teachers.

The South threatened to secede if

Lincoln were elected.

Results of election.

VI. Suggested Activities. Lincoln elected.

1. On an outline map show the cotton growing states; the

boundary (d) Organization of the Confederate States of America.

Constitution similar to that of the United States with two important exceptions.

2. On an outline map show the states east of the Mississippi River. Each state sovereign.

Protection of slavery in all states and territories.

3. Make a time line. President - Jefferson Davis.

Capitol:

Montgomery, Alabama (first capitol).

Richmond, Virginia.

V. References. Missouri Compromise.

For pupils. Kansas-Nebraska Bill.

Text - Pp. 320 - 323, 408 - 412, 423 - 440.

1. Pp. 313 - 337. Missouri Compromise.

2. Pp. 242 - 249. Kansas-Nebraska Act of 1854.

3. Pp. 268 - 285. Kansas Act.

4. Pp. 353 - 371, 373 - 415. Free states, slave states, which did

5. Pp. 367 - 387. Free states.

6. Pp. 319 - 344. Showing the increase in cotton production

8. Pp. 287 - 325. (Burg, E. History of American

9. Pp. 272 - 279, 307 - 309, 360 - 375.

For Teachers. *Short biographical sketch of one;*

Hart, A. B. American History as Told by Contemporaries.

Vol. IV. Chap. II - XII.

VI. Suggested Activities. *Garrison.*

1. On an outline map show the cotton growing states; the boundary between slave and free states east of the Mississippi River; the chief harbors from which cotton may be shipped. *appeared between the years 1820-1860.*
2. On an outline map show the states east of the Mississippi River, the temperature or rainfall. *live*
3. Make a time line showing: *viewpoints.*
 - a. When the first Negro slaves were brought to America. *the*
 - b. The Lincoln-Douglas debates. *slave*
 - c. The beginning of the Republican Party. *15*
 - d. The Missouri Compromise. *Settled 36°30' as drawn between slave and free land in Louisiana Territory for 34 years.*
 - e. The Kansas-Nebraska Bill. *18*
4. Write a brief report on: *12. Dist. attempts at nullification as:*
 - a. The Missouri Compromise. *People Connected Results*
 - b. The Compromise of 1850. *Time*
 - c. Kansas-Nebraska Act. *Whiskey Rebellion 1794 Farmers of Western Kentucky. Hamilton sent with militia, forced*
5. On a map show seceded states, slave states, which did not secede, and free states. *Virginia and Ken-*
6. Make a graph showing the increase in cotton production from 1792-1920. (Rugg, H. History of American Civilization. p. 391) *Harvard Convention*

7. Write a short biographical sketch of one:
 - a. Stephen A. Douglas.
 - b. Henry Clay.
 - c. William Lloyd Garrison.
 - d. Harriet Beecher Stowe.
 - e. Jefferson Davis.
8. Make interesting headlines for a newspaper article which might have appeared between the years 1820-1860.
9. Write editorials concerning any of the attempts to settle the slavery controversy by compromise. Give the Southern or Northern viewpoints.
10. Make cartoons depicting any event connected with the slavery problem.
11. Complete this chart:

Slavery Conflict	Time	Result
Missouri Compromise	1820	Settled 36°30' as drawn between slave and free land in Louisiana Territory for 34 years.

12. List attempts at nullification as:

	Time	People Connected	Results
a. Whiskey Rebellion against Excise Law	1794	Farmers of Western Kentucky. Washington	Hamilton sent with militia, law enforced
b. Virginia and Kentucky Resolutions against			
c. Hartford Convention against			

- d. Nullification of
South Carolina (1832)
against
 - e. Secession of South
Carolina against
13. Work out an outline showing the most important differences between the North and South. Include these points: people, climate, occupations, crops, land.
 14. Write an editorial on the importance of the election of 1860.
 15. As a Northerner, give your reasons against secession.

VII. Minimum Essentials.

1. A knowledge of the geographic and economic factors which brought about different industries, ways of living, and social classes in the North and South.
2. A knowledge of the effects of the cotton gin.
3. A knowledge of the statesmen of this period and of their importance in connection with the slavery controversy.
4. A knowledge of the events which drove the North and South apart.
5. An appreciation of the attempt to settle the controversy by compromise.
6. An understanding of the issue of state sovereignty versus national unity.
7. A vocabulary increased by such words as:
 - a. abolition.
 - b. anti-slavery.

- d. Nullification of South Carolina (1832) against
- e. Secession of South Carolina against
- 13. Work out an outline showing the most important differences between the North and South. Include these points: people, climate, occupations, crops, land.
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 - a. abolition.
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- UNIT 13: The States,
Overview:
The 1860s free and slave states ended
in a war which suffering and loss to the nation.
How the war affected it meant to both sides,
who the great changes resulted from the
war are so we shall study in this unit.
- c. "Liberator".
 - d. fugitive.
 - e. balance of power.
 - f. pro-slavery.
 - g. popular sovereignty.
 - h. nullification.
 - i. party platform.
 - j. secede.

UNIT IX. The War Between the States.

Overview.

The long quarrel between the free and slave states ended in a war which brought great suffering and loss to the nation. How the war was fought, what a sacrifice it meant to both sides, who the great leaders were, and what changes resulted from the war are some of the things that we shall study in this unit.

- A. Some knowledge of the political and military leaders of the time.
- B. An understanding of the effect of the Emancipation Proclamation on our foreign relations.
- C. An understanding of the social and industrial changes which were the results of the Civil War.

II. Problems.

1. Why did the North win the war? How did the slaves become free men?
2. How did the North plan to force the Southern States to return to the Union?
3. Why was the year 1863 the critical time of the war?
4. How did the events of 1864 and 1865 increase the bitterness of the war and the problems after the war?

III. Methods of approach.

1. Play some music of this period:
 - a. "Tenting Tonight".
 - b. "Dixie".
 - c. "Tramp, Tramp, Tramp the Boys are Marching".

I. Specific Objectives. Maryland?

1. An understanding of the issue before the country and the method used to settle it. the geographical advan-
2. An understanding of the plans of the war and the difficulties of carrying them out. (Brady pictures).
3. An understanding of the preparation for war of both the North and the South.
4. Some knowledge of the political and military leaders of the time. Times and Monitor.
5. An understanding of the effect of the Emancipation Proclamation on our foreign relations.
6. An understanding of the social and industrial changes which were the results of the Civil War.

II. Problems. - Keystone - American History (300 Special Set).

1. Why did the North win the war? How did the slaves become free men? of Jefferson Davis.
2. How did the North plan to force the Southern States to return to the Union? Hampton Roads.
3. Why was the year 1863 the critical time of the war?
4. How did the events of 1864 and 1865 increase the bitterness of the war and the problems after the war?

III. Methods of approach. In Gettysburg Cemetery.

1. Play some music of this period:
 - a. "Tenting Tonight". Memorial - Washington, D. C.
 - b. "Dixie".
 - c. "Tramp, Tramp, Tramp the Boys are Marching".

- d. "Maryland, My Maryland".
- e. "The Bonnie Blue Flag".
- 2. Map discussion - contrasting the geographical advantages of the North and the South in a Civil War.
- 3. Picture study - (Public Library). (Brady pictures).
 - a. Leaders - Grant, Lee, Lincoln, Davis.
 - b. Events of war.
 - (1) Field of Bull Run.
 - (2) Merrimac and Monitor.
 - (3) Lincoln at Antietam.
 - (4) Battlefield of Gettysburg.
 - (5) Ruins of Richmond.
 - (6) Surrender of Lee.
- 4. Slides - Keystone - American History (300 Special Set).
 - H. 128 - Fort Sumter.
 - H. 130 - Statue of Jefferson Davis.
 - H. 131 - Confederate Capitol.
 - H. 134 - The Monitor in Hampton Roads.
 - H. 135 - Home of Robert Lee.
 - H. 136 - Headquarters of General Lee at Gettysburg.
 - H. 137 - From Little Round Top toward Cemetery Ridge.
 - H. 141 - Monument in Gettysburg Cemetery.
 - H. 147 - Lincoln and His Cabinet.
 - H. 151 - The Lincoln Memorial - Washington, D. C.

IV. Outline of subject matter.

- 1. Comparison of the two sections' readiness for war.

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IV. Outline of subject matter.

H. 151 - The Lincoln Memorial - Washington, D. C.

H. 149 - Lincoln and His Cabinet.

H. 141 - Monument in Gettysburg Cemetery.

H. 137 - From Little Round Top toward Cemetery Ridge.

H. 136 - Headquarters of General Lee at Gettysburg.

H. 135 - Home of Robert Lee.

H. 134 - The Monitor in Hampton Roads.

H. 131 - Confederate Capitol.

H. 130 - Statue of Jefferson Davis.

H. 128 - Fort Sumter.

4. Slides - Keystone - American History (300 Special Set).

(5) Surrender of Lee.

(6) Ruins of Richmond.

(4) Battlefield of Gettysburg.

(3) Lincoln at Antietam.

(2) Monitor and Monitor.

(1) Field of Bull Run.

b. Events of war.

a. Leaders - Grant, Lee, Lincoln, Davis.

3. Picture study - (Public Library). (Ready pictures).

pages of the North and the South in a Civil War.

2. Map discussion - contrasting the geographical advan-

e. "The Bonnie Blue Flag".

d. "Maryland, My Maryland".

a. Population.

(1) The 23 states of the North had approximately 23,000,000 people.

(2) The 11 slave states, 11,000,000 people.

b. Superiority in wealth.

(1) The North - cash revenues, banks, factories, ocean-going vessels.

c. Railroad mileage - North, 20,000 miles - South, 10,000 miles.

d. South, defensive fighting within her borders - North, offensive fighting outside her borders.

e. South had slaves to work on plantations releasing man power for fighting.

f. Southern people were united, convinced of the justice of their cause - Northern people, divided by different opinions.

g. The South had trained leaders in command of its forces:

(1) Robert Lee.

(2) "Stonewall" Jackson.

(3) Pierre Beauregard.

(4) Albert Johnston.

(5) James Stuart.

The Union military leaders were fewer - Ulysses S.

Grant stood out as the greatest general, also William T. Sherman and Philip Sheridan.

h. The North had control of the Navy. The South had but a small merchant marine.

1. The North, rich in mineral wealth and water power-resourceful in industries -
The South, limited to agriculture, expected the sale of cotton to increase her wealth and gain allies.
2. The Union plans for the war.
 - a. The blockade of the 3,000 miles of southern coast throughout the war.
 - b. The capture of the Confederate capital, Richmond.
 - c. The capture of the Mississippi River, so, dividing the Confederacy.
3. Mobilization of the armies.
 - a. Failure of the volunteer army.
 - b. The draft riots in New York.
 - c. Comparison with the Selective Draft Law of the World War.
 - d. Confederate draft demands, much greater.
4. The defeat at Bull Run, Virginia, taught the North the need of a trained army. The South, overconfident of victory.
5. The Battle of "The Merrimac and the Monitor" led to the use of iron and steel war vessels of today.
6. The Northern success and Southern defeat - significant events.
 - a. The Peninsular Campaign, 1862.
 - (1) General McClellan's overcautiousness results

9. Pp. 373 - 383 in failure to capture Richmond.
10. b. Campaigns in the East - 1862 - 1865.
- c. Campaigns in the West - 1862 - 1865.
7. The Emancipation Proclamation (Jan. 1, 1863.)
 - a. Military necessity caused Lincoln's issuance of the Emancipation Proclamation.
 - b. States or parts of states not affected by the Proclamation.
 - c. The Proclamation changed the purpose of the War.
 - d. The attitude towards the Confederacy changed both in England and France.
8. The events of 1864 and 1865 increased the bitterness of the war and the problems after the war.
 - a. Surrender of General Lee (April 7, 1865).
 - b. Assassination of President Lincoln (April 14, 1865).
 - c. Cost of the war in lives, suffering, and money.
9. Immediate effects of the war.

V. References.

For pupils:

Text, Pp. 456 - 471.

1. Pp. 335 - 346.
2. Pp. 249 - 255.
3. Pp. 286 - 299.
5. Pp. 390 - 423.
6. Pp. 347 - 368.
8. Pp. 350 - 369.

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 3. pp. 386 - 399.
 4. pp. 390 - 423.
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 - c. Failure to capture Richmond.

9. Pp. 373 - 390, 391 - 398.

10. Pp. 24 - 62.

For teachers:

Yale University Press, Pageant of America.

VI. Suggested activities.

1. Read a good biography of Lincoln. Explain what qualities in him you most admire.
2. Map.
 - a. Color the first group of seceding states.
 - b. Color the second group of seceding states.
 - c. Color the states of the Union.
 - d. Show the Union's three plans for the War.
3. In scales, pile the North's and the South's advantages for winning the War. Use your judgment in their balance.
4. Below are some important events of the War. Can you find leaders and results of the battles? In red show victorious leaders.
5. 1861 - 1862.
 - The Blockade
 - The Trent Affair
 - The Monitor and Merrimac
 - New Orleans
 - Capture of Richmond
 - Bull Run
 - Peninsular Campaign
 - Antietam

Capture of Mississippi River

Fort Henry and Fort Donelson

Shiloh

New Orleans

1863 - 1864 - 1865.

The Blockade

Mobile

Other Battles

Chancellorsville

Gettysburg

Chattanooga

The Wilderness

Raid of the Shenandoah

Spottsylvania Court House

Capture of the Mississippi River

Vicksburg

Atlanta

March to the Sea

5. "Why the Emancipation Proclamation Did Not Free all the Slaves."

Write a sentence outline.

6. On map, show where the chief events of this critical year took place.

7. Read the "Gettysburg Address" to the class. Discuss and analyze it.

8. Prepare a radio program of the "Quiz Kid" type using

17. the Civil War as a subject for your questions.
9. See if you can find:
 - a. General Lee's reason for his invasion of the North (Maryland).
 - b. General Lee's reason for his second invasion of the North (Pennsylvania).
10. Imagine that you are a news correspondent in Washington, D. C., during this period. Prepare a news story that might have appeared on April 15, 1861; January 2, 1863; April 15, 1865.
11. After reading a story of the life of Grant and his part in the Civil War, explain why Lincoln said of him, "I can't spare this man. He fights."
12. Give an account of one of the following:
 - General McClellan
 - Alexander Stephens
 - General Thomas
 - General Sherman
 - General Sheridan
 - Clara Barton
13. Learn the Gettysburg Address.
14. Write one paragraph on "What it Cost to Save the Union."
15. Make a list of ten names connected with the Civil War. Tell why each should be remembered.
16. Give an oral report on "Arlington, Past and Present."

12. Give an oral report on "Lincoln, Past and Present."
Tell why each should be remembered.

13. Take a list of ten names connected with the Civil War.
Union.

14. Write one paragraph on "What it cost to save the
15. Learn the Gettysburg Address.

Clara Barton

General Sheridan

General Sherman

General Thomas

Alexander Stephens

General McClellan

16. Give an account of one of the following:

him, "I can't spare this man. He fights."

part in the Civil War, explain why Lincoln said of

17. After reading a story of the life of Grant and his

1881; January 2, 1863; April 12, 1863.

news story that might have appeared on April 12,

Washington, D. C., during this period. Prepare a

18. Imagine that you are a news correspondent in

the North (Pennsylvania).

19. General Lee's reason for his second invasion of

South (Maryland).

20. General Lee's reason for his invasion of the

21. See if you can find:

the Civil War as a subject for your discussion.

17. Write a report on the construction and importance of the Confederate Memorial at Stone Mountain near Atlanta, Georgia.
18. Prepare three-minute talk. Choose one:
 - a. Life in the South during the War.
 - b. Life in the North during the War.
 - c. Condition of the South at the close of the War.

VII. Minimum Essentials.

1. An appreciation of the need for a strong unified country.
2. An appreciation of the sacrifices made for their respective causes by both sides.
3. A realization of the awful cost of a civil war.
4. An understanding that the great issues of state rights and slavery had been settled.
5. An appreciation of the social and economic conditions of the South as a result of the war.
6. Some knowledge of the contributions to this country by the following persons:
 - a. Abraham Lincoln
 - b. Robert E. Lee
 - c. Ulysses S. Grant
 - d. Pierre Beauregard
 - e. Stonewall Jackson
 - f. Jefferson Davis
 - g. Philip Sheridan
 - h. Clara Barton
 - i. William T. Sherman

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- f. Jefferson Davis
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7. An understanding of the following words and phrases:

a. proclamation

b. emancipation

c. civil war

d. sacrifice

e. strategic

f. confederacy

g. campaign

h. Sanitary Commission

i. Christian Commission

j. Military Commission

k. American Red Cross

l. blockade

m. pension

n. assassin

o. inaugural address

8. A knowledge of the following dates:

a. 1820

c. 1861 - 1865

b. 1854

d. 1844

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- g. campaign
- h. Sanitary Commission
- i. Christian Commission
- j. Military Commission
- k. American Red Cross
- l. blockade
- m. pension
- n. assassin
- o. inaugural address

8. A knowledge of the following dates:

- a. 1830
- b. 1834
- c. 1861 - 1865
- d. 1844

UNIT X. The Rebuilding and Growth of the Nation.

Overview.

The close of the War between the States brought before the American people the problem of rebuilding the nation. In this unit we shall study the various plans proposed for reconstruction of the South. During this reconstruction the nation was more than rebuilt; it was greatly developed. After the war people began to realize the great amounts of various resources in the West. Thousands of Americans moved West to settle the free or cheap land and to take a part in the industrial development of the nation. In this unit we shall learn of the rebuilding of the nation after the war and the settlement of and development of the last of the American frontiers.

5. A knowledge of the benefits and problems which have come to us through immigration.

6. An appreciation of the influence of the transcontinental railroad upon the development of the West.

7. An understanding of the way in which the government has handled the Indian problem.

II. Problems.

1. Why was Reconstruction in the South a difficult task after the Civil War?

2. How were the North and South reunited after the Civil War?

3. What factors helped most in the development of the West after the Civil War?

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I. Specific Objectives.

1. An understanding of the problems to be faced in the South after the Civil War.
2. An understanding of the difficulty in working out a plan whereby the states could live side by side with reasonable satisfaction.
3. To become acquainted with the various constitutional changes resulting from the war and to understand the effects of these changes upon the political life of the South.
4. Understanding of how the nation developed itself territorially after the war through the settlement of the Western lands into three sections - the Middle West, Rocky Mountain section, and the Pacific section.
5. A knowledge of the benefits and problems which have come to us through immigration.
6. An appreciation of the influence of the transcontinental railroad upon the development of the West.
7. An understanding of the way in which the government has handled the Indian problem.

II. Problems.

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2. How were the North and South reunited after the Civil War?
3. What factors helped most in the development of the West after the Civil War?

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5. A knowledge of the benefits and problems which have come to us through immigration.
6. An appreciation of the influence of the transcontinental railroad upon the development of the West.
7. An understanding of the way in which the Government has handled the Indian problem.

II. Problems.

1. Why was Reconstruction in the South a difficult task after the Civil War?
2. How were the North and South reunited after the Civil War?
3. What factors helped most in the development of the West after the Civil War?

4. Why did the government aid in the development of the West?
5. How have the three sections of the West added to the wealth and prosperity of the nation?

III. Suggested Approaches.

1. A study of the geography of the Southern states, buffer states, and states of the North, including their cities and types of industries.
2. A review of the Presidential succession and the new Republican party.
3. Take a census of your class to find out the various nationalities represented, to stimulate interest in the immigration problem.
4. Recall the life of Buffalo Bill.

IV. Outline of Subject Matter.

1. Questions settled by the War.
 - a. The supremacy of the national government.
 - b. The freedom of the slaves.
2. New problems.
 - a. The problem of the free Negro.
 - b. The rebuilding of the Southern States.
 - c. Reconstruction needs of the North.
 - d. Reconstruction needs of the South.
3. Changes brought in the South by the War.
 - a. Other industries as well as cotton began to thrive.
 - b. Mining of coal and iron.
 - c. Growing of citrus fruits in Florida.

- d. Development of Naval Stores industry.
- e. Beginning of manufacturing.
- f. Child labor problem in the factories.
- 4. Political corruption after the War.
 - a. The Carpetbaggers and the Scalawags.
 - b. Discrimination against the Negroes.
 - c. Corruption in the Federal Government.
- 5. Plans for reconstruction.
 - a. Lincoln's plan.
 - (1) No further punishment for the South.
 - (2) When 10% of the voters in any seceded state swore allegiance to the United States, that state could be readmitted to the Union. Four states were readmitted to the Union on this basis.
 - b. Lincoln-Johnson Plan.
 - (1) Required that all Confederates support the United States.
 - (2) Abolished slavery.
 - (3) Repudiated their Confederate debts.
 - (4) Denied privileges to the wealthy Confederates.
 - c. Congress's Plan.
 - (1) Congressional control of reconstruction.
 - (2) Oath of allegiance to be taken by the majority of the voters of a state.
 - (3) Slavery to be abolished before the readmittance of a state to the Union.
 - (4) Confederate debts to be repudiated.

5. Plans for reconstruction.
 - d. Corruption in the Federal Government.
 - c. Discrimination against the Negroes.
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 - (3) Slavery to be abolished before the readmission of a state to the Union.
 - (4) Confederate debts to be repudiated.

- (5) Prominent Confederates to be excluded from citizenship.
- 6. Constitutional change following the war.
 - a. 13th Amendment (1865) - abolished slavery.
 - b. 14th Amendment (1868) - granted citizenship to Negroes.
 - c. 15th Amendment (1870) - gave the Negroes the right to vote.
- 7. Congress's Acts.
 - a. The Reconstruction Act.

The South to be divided into five military districts each under a Northern general.
 - b. Tenure of Office Act.
 - (1) Forbade the President to remove office holders.
 - (2) Its results.
 - (a) Johnson suspended Stanton, his Secretary of War, and appointed Grant in his place.
 - (b) Johnson tried for impeachment. Saved by one vote (35 - 19).
- 8. Evil results of Congress's plans.
 - a. Created bitter hatred of the North among the Southerners.
 - b. Created ill feeling toward Johnson.
 - c. Gave the Negroes rights for which they were not ready.
- 9. The policy of the South.

- a. The "Solid South".
 - (1) The South became all Democratic in politics.
 - (2) Republican Party of the South.
 - (a) Scalawags.
 - (b) Carpetbaggers.
 - (c) Negroes.
 - b. The Ku-Klux Klan.

Organization made up of Southern whites who tried to keep the negro from voting.
 - c. Ratification of amendments.

South compelled to ratify 14th and 15th amendments against their will.
 - d. Readmission to the Union.

By 1870 all the Southern states had drafted and ratified new state constitutions and so were readmitted to the Union.
 - e. Military troops recalled by President Hayes.
10. Settlement of Great Plains States.
- a. Natural resources.
 - (1) Elevated plain between the Mississippi River and Rocky Mountains.
 - (a) Vegetation poor in parts, little rainfall.
 - (b) Prairie region, flat, grass-covered country.
 - b. Interesting features of early days.
 - (1) Inhabited by Indians, buffaloes, and cattle.

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b. The Ku-Klux Klan.

(c) Negroes.

(b) Carpetbaggers.

(a) Scalawags.

(2) Republican Party of the South.

(1) The South became all Democratic in politics.

a. The "Solid South".

- (2) Became a cattle kingdom by 1880.
 - (a) Long Trail from Texas to Canadian border.
 - (b) 1870 - 1890 five million cattle taken to the railroad.
- (3) Later rivalry between open rangers and squatters.
 - (a) Farming replaced ranching.
 - (b) Dry farming introduced.

11. Changes due to the Westward Movement.

a. Causes for the Westward Movement after the Civil War.

- (1) The Homestead Act of 1862.
 - (a) 160 acres of land offered by the government to any citizen over twenty-one or foreigner intending to become a citizen.
 - (b) Small charge for land office fee.
 - (c) Clear title to land after five years residence and improvement of land.
(Cattlemen opposed to Homesteaders)
- (2) Rapid growth in immigration due to:
 - (a) Famines and political unrest in Europe.
 - (b) Low rates of steamship lines.
100,000 came yearly between 1870 - 1900.
 - (c) Free land offered by the Homestead Act.
- (3) The immigrants' contributions to American life.
 - (a) Hard construction and factory work.
 - (b) Art, music, new customs.

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- (3) Long trail from Texas to Canadian border.
- (4) 1870 - 1890 five million cattle taken to the railroad.

(5) Later rivalry between open range and settlers.

- (6) Raising reduced ranching.
- (7) Dry farming introduced.

II. Changes due to the Westward Movement.

a. Causes for the Westward Movement after the Civil War.

- (1) The Homestead Act of 1882.

(a) 160 acres of land offered by the government to any citizen over twenty-one or foreigner intending to become a citizen.

- (b) Small charge for land of less than 160 acres.
- (c) 160 acres to land after five years residence and improvement of land.
- (d) (Cattleman opposed to homesteaders)

(e) Rapid growth of settlement due to

- (1) Railroads and political interest in crops.
- (2) Low rates of accessible land.

100,000 came yearly between 1870 - 1900.

- (3) Free land offered by the government Act.

(4) The immigrants' contributions to American

life.

- (a) Hard competition and labor work.
- (b) Art, music, new customs.

(4) Problems raised by the immigrants.

(a) Low standard of living.

(b) Congestion in cities.

(c) Education for citizenship.

(5) Immigration Law of 1882.

(a) Tax to be paid on entering country.

(b) Convicts and insane excluded.

(c) Chinese laborers excluded.

12. Indian policies of the government.

a. Under President Monroe (Indians east of
President Adams (Mississippi were moved
President Jackson (to Great Plains.

b. Kansas-Nebraska Act organized territories.

(1) Indians rebelled against the loss of bison
and gold seeking.

(2) Ill-treated by government agents.

c. Dawes Act - 1887.

(1) Individual Indians given farms.

(2) Government established schools and health
protection.

(3) Aided Pueblo Dwellers.

(a) Protected them from Navaho.

(b) Preserved legends and Indian religion
through schools.

13. Government aid to the railroads.

a. Land grants.

(4) Problems raised by the immigrants.

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through schools.

13. Government aid to the railroads.

a. Land grants.

- (1) Union Pacific 20 million acres.
 - (2) Northern Pacific 44 million acres.
 - (3) Southern Pacific 24 million acres.
- 17. b. Government Bonds to investors.
 - (1) Transcontinental Railroad in 1869.
- 14. Government aid for farmers.
 - a. Protest by Grangers against unreasonable railroad rates.
 - b. Interstate Commerce Act - 1887.
 - (1) Unreasonable rates prohibited.
 - (2) Charges to be equalized.
 - (3) Interstate Commerce Commission to enforce terms.
- 15. The Rocky Mountain States.
 - a. Reasons for settlement.
 - (1) Discovery of metals caused a rush to Colorado, Nevada, Arizona, Idaho, Wyoming, and Montana.
 - (2) Cities founded near copper, silver, zinc, and lead mines.
 - (3) Coal and oil discovered.
 - b. Agriculture taken up as mines run out.
 - (1) Large irrigation projects.
 - (2) Mormons in Utah.
- 16. The Pacific Coast States.
 - a. Reasons for settlement.
 - (1) Discovery of gold in California.

Turner, (2) Railroads aided permanent settlement.

VI. Suggest (3) Climate and soil favorable to agriculture.

3. On (4) Quantities of fish and lumber.

17. Aids to agricultural changes in the West.

a. Influential inventions.

(1) Barbed wire.

(2) Multiple plow.

(3) Harvester.

(4) Windmill.

b. Irrigation.

V. References.

For pupils.

Text - Pp. 467 - 495, 496 - 514.

1. Pp. 347 - 359, 365 - 373, 374 - 394.

2. Pp. 257 - 269, 254 - 255, 229 - 239, 244 - 245.

3. Chap. XXV, XIX, XX.

4. Pp. 65 - 93, 97 - 125.

5. Pp. 472 - 495, 433 - 469, 515 - 529, 499 - 502.

6. Pp. 366 - 368, 373 - 393, 402 - 417, 420 - 428.

9. Pp. 400 - 406, 355 - 357, 413 - 428, 450 - 451.

For teachers.

Beard, C. A. & M. R. The Making of American Civilization.

Bowers, C. The Tragic Era.

Buck, Paul H. The Road to Reunion.

Harlow, R. V. History of the United States.

Carter, C. F. When Railroads Were New.

- (2) Railroads aided permanent settlement.
- (3) Climate and soil favorable to agriculture.
- (4) Quantities of fish and lumber.

IV. Aids to agricultural changes in the West.

a. Important inventions.

- (1) Barbed wire.
- (2) Multiple plow.
- (3) Harvester.
- (4) Windmill.

b. Irrigation.

V. References.

For pupils.

- Text - pp. 487 - 495, 498 - 514.
- 1. pp. 347 - 359, 365 - 373, 374 - 394.
- 2. pp. 387 - 399, 404 - 425, 429 - 445.
- 3. Chap. XXV, XIX, XX.
- 4. pp. 85 - 93, 97 - 125.
- 5. pp. 473 - 495, 498 - 499, 515 - 529, 499 - 502.
- 6. pp. 388 - 399, 373 - 393, 402 - 417, 420 - 428.
- 9. pp. 400 - 405, 355 - 357, 413 - 428, 430 - 451.

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- Buch, Paul H. The Road to Reunion.
- Harlow, R. V. History of the United States.
- Garter, C. F. When Railroads Were New.

Turner, F. J. The Frontiers in America's History.

VI. Suggested Activities.

1. On a map of the United States show the seceded states, the buffer states, and those states which made up the North. Locate the principal cities of each. List the industries of each section, at the period of the Civil War.
2. Make a Ready Reference which will include the following:
 - Carpetbaggers
 - Freedman's Bureau
 - Scalawags
 - Ku-Klux-Klan
 - Solid South
 - Military Reconstruction Act
3. Write a newspaper article entitled, "President Johnson Not Guilty."
4. Give a floor talk about one of the following:
 - Andrew Johnson
 - Thaddeus Stevens
 - Charles Sumner of Massachusetts
 - Jefferson Davis
 - Amendments that aided the Negro
 - State Laws that prevented the negro from voting
5. Make a cartoon that would be appropriate for any part of this problem.
6. Read: Walt Whitman's, "Oh, Captain! My Captain!"
Mary Shipman Andrews', "The Perfect Tribute."

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of this problem.

6. Read: Walt Whitman's, "Oh, Captain! My Captain!"

Mary Shipherd Andrews, "The Perfect Tribute."

7. Make a graph indicating the growth in immigration from 1862 to 1914.
8. Chart the leading cities of the three sections, their population, and reasons for importance.
9. Make a "Who's Who" of immigrants who have become famous American citizens.
10. Write a brief biography of William Cody.
11. Make a class notebook on the American Indian.
(Bulletins may be obtained from the U. S. Department of the Interior, Office of Indian Affairs, Washington, D. C.) Pictures, graphs, and opinions of our treatment of the Indians may be included.
12. Make individual notebooks on:
Life in the Wild West.
National Parks.
Mining.
13. List policies carried out by the Interstate Commerce Act.
14. Give a floor talk on one of the following:
 - a. The Settlement of Oklahoma.
 - b. The Homesteaders.
 - c. Industries of the West.
15. On an outline map of the United States, indicate the three sections studied, the largest cities, and three transcontinental routes.
16. Make an outline on the subject of "The Passing of the Frontier."

VII. Minimum Essentials.

1. An understanding of how the Civil War affected the North and South.
2. An understanding of the problem of reconstruction in the South and how it was met.
3. A knowledge of the three amendments to the Constitution that affected the negro directly.
4. A knowledge of how the Southern states were re-admitted to the Union.
5. An understanding of the following vocabulary:
 - a. accusation
 - b. allegiance
 - c. apprentice
 - d. emancipation
 - e. impeachment
 - f. superstition
 - g. vagrancy
 - h. repudiate
 - i. exclusion
6. A knowledge of how the War Between the States established the supremacy of the national government in the United States.
7. A knowledge that the large cities of each section of the West are the natural outgrowth of its surroundings.
8. An appreciation of the government's errors in its Indian policies, and the attempt to correct them.

9. Some understanding of the immigration problem.
10. A knowledge that the early railroads not only helped in the development of the West, but brought problems to the farmers which resulted in the Grange, and the Interstate Commerce Act.
11. An understanding of the following vocabulary:
 - a. interstate
 - b. reservation
 - c. hydraulic
 - d. conservation
 - e. long drive
 - f. limitation
 - g. quota
 - h. chaps
 - i. ranch
 - j. prospector
12. Knowledge of the Emancipation Proclamation.
13. Understanding of the important part played by public lands in the development and growth of the United States.

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UNIT XI. Problems of the Machine Age.

Overview.

The years that followed the War between the States brought many changes - a period of rapid development. It saw the rise of great industries and the development of business on a vast scale. Agriculture was no more the main directing force in American life. Business and industry pushed to the front. Factories and mills were built. Cities grew. How could a nation that had just finished a war plunge immediately into new industrial development? Many things combined to make such development possible. Men were not slow to seize the opportunities thus presented to them. By their actions they shaped the nation into a new and different form. How these industries and big business combined to become too powerful, even to the point of becoming a powerful influence in state and national politics, how there arose trouble between the laborer and the capitalist, how the government stepped in to control and regulate big business - these are the problems to be studied in this unit.

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I. Specific Objectives.

1. An understanding of the manner in which the Industrial Revolution influenced the growth of cities.
2. An understanding of the other factors that influenced the growth of cities.
3. An understanding of the great push given to industry after the Civil War.
4. Some knowledge of the value of large business combinations or trusts.
5. Some knowledge of this history of the American labor movement.

II. Problems.

1. How did the Industrial Revolution affect the lives of workers?

IV. Outline.

2. How does the location of cities aid them in their growth?
3. Why is it of advantage to all that business should combine into large corporations?
4. What are the dangers of too much power both in labor and in capital?
5. Why does the labor concern all of the citizens of our country?
6. How did the War between the States stimulate the growth of big business?

III. Suggested Methods of Approach.

1. Read to the class from Chicago Poems by Carl Sandburg,

I. Specific Objectives.

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2. An understanding of the other factors that influenced the growth of cities.
3. An understanding of the great push given to industry after the Civil War.
4. Some knowledge of the value of large business combinations or trusts.
5. Some knowledge of this history of the American labor movement.

II. Problems.

1. How did the Industrial Revolution affect the lives of workers?
2. How does the location of cities aid them in their growth?
3. Why is it of advantage to all that business should combine into large corporations?
4. What are the dangers of too much power both in labor and in capital?
5. Why does the labor concern all of the citizens of our country?
6. How did the War between the States stimulate the growth of big business?

III. Suggested Methods of Approach.

1. Read to the class from Chicago Poems by Carl Sandburg.

the poems Chicago and Skyscrapers. Discuss the city problems in these poems.

2. Use the map of the United States to bring out reasons for the growth of cities.
3. Show the picture "Men and Oil" (Films, Inc.)
4. A discussion of the cost of handmade articles compared with machine made articles such as Oriental and American made rugs.
5. Pictures of great industrialists and labor leaders of the day will stimulate discussion.
 - a. William Green
 - b. William Knudsen
 - c. John D. Rockefeller

IV. Outline of Subject Matter.

1. Industrial changes between 1870 - 1900.
 - a. Agricultural changes due to
 - (1) Invention of farm machinery.
 - (2) Irrigation.
 - b. Manufacturing changes due to
 - (1) Discovery of raw materials.
 - (2) Improved machinery,
 - (3) Development of new sources of power.
 - (4) Improved transportation.
 - (5) Increase in immigration.
 - (6) Combinations of small companies.
2. The development of large companies.

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 - (6) Combination of small companies.
 2. The development of large companies.

- a. Advantages to owners of large companies.
 - (1) Increase in capital, efficient planning, efficient distribution.
 - (2) Waste avoided, old machinery discarded.
- b. Advantages to the consumer.
 - (1) Travel easier due to consolidation of railroad.
 - (2) Comforts and luxuries brought to more people.
- c. Disadvantages to workmen.
 - (1) Loss of contact with employer.
 - (2) Unemployment due to increase in machines.
 - (3) Wages too low for increased prices.
- d. The development of trusts.
 - (1) The Standard Oil - 1882.
 - (2) The United States Steel - 1901.
 - (3) Dangers of trusts.
 - (a) Monopoly of raw materials.
 - (b) Control of prices through cutting out of competition.
- e. Government control of industry.
 - (1) Caused by soaring prices, dishonest business methods.
 - (2) Resulted in prosecution of trusts by President Theodore Roosevelt. Railroads, Standard Oil, Trusts, and Trusts.
 - (3) Interstate Commerce Act. (Review)
 - (4) Sherman Anti-Trust Act. Declared any trusts

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illegal.

(5) Clayton Anti-Trust Law.

(a) Strengthened and clarified the Sherman Act.

(1) Greater educational opportunities.

(b) Forbade interference with the labor unions.

(6) Tax on profits.

(7) I. C. C. given more control on railroads.

3. Reasons for the growth of cities.

a. Industrial development led to

(1) Specialization and division of labor which

brought

(a) Interdependence - Each group must have specialists to supply their needs.

(b) Demands for labor.

(2) Superior transportation facilities.

(3) Development of communication facilities.

(4) Increase in immigration.

b. Migration from the farms to the city.

(1) Release from farm labor caused by

(a) Improvement in agricultural machinery.

(2) City provided employment at higher wages.

(3) Some farmers could not make farming profitable.

(4) Dissatisfaction with the conditions on the farm.

(a) Lack of convenience.

(b) Lack of amusements.

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illegal.

- (c) Isolation.
 - c. Social attractions in the city.
 - d. Cultural advantages in the city.
 - (1) Greater educational opportunities.
 - (2) Libraries, museums, theatres.
 - e. Geographic factors which influence the growth of cities.
 - (1) Ocean or lake ports.
 - (2) Confluence of rivers.
 - (3) Where rivers flow into the ocean.
 - (4) Contour of the land.
 - (5) Railroad terminals.
 - (6) Improved highways.
 - f. Other factors which influence the growth of cities.
 - (1) Trade.
 - (2) Industry.
 - (3) Nearness to markets.
 - (4) Development of educational institutions.
 - (5) Climate.
 - (6) Health or recreation resorts.
4. The development of organized labor.
- a. The Knights of Labor - 1869.
 - (1) At first a secret organization.
 - (2) Organized skilled and unskilled workers - 750,000 by 1886.
 - (3) Eugene C. Debs.
 - b. The American Federation of Labor - 1881.

(c) Isolation.

- c. Social attractions in the city.
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(3) Eugene C. Davis.

b. The American Federation of Labor - 1881.

- (1) Organization of skilled workers of each craft, headed by Samuel Gompers (William Green, 1937).
- (2) Aimed for
 - (a) Shorter working hours.
 - (b) Improved working conditions.
 - (c) Abolition of child labor.
 - (d) Arbitration of labor disputes.
- c. Congress of Industrial Organization.
Organization of all workers of one industry - John L. Lewis, President, 1937.
- d. The strike as a weapon against employers.
 - (1) The Pullman Strike - 1894.
 - (a) Caused by the reduction of wages, discharge of employees.
 - (b) Unheeded protests caused strikes on twenty-two railroads.
 - (c) Federal troops called out by President Cleveland. Resulted in the organization of employers for protection of rights.
 - (2) The Homestead Strike - 1892.
 - (a) Carnegie Steel at Pittsburgh.
 - (b) Company refused to deal with Iron and Steel Workers' Union.
 - (c) State Militia called out.
 - (3) Governmental interference.
 - (a) Necessary when public is affected as in the coal strike.
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(b) and employers in 1937. - N. R. A.

- (4) Wastefulness of strikes.
 - (a) Destruction of property.
 - (b) Loss of money to workers, employers, general public.
- (5) Settlement by arbitration.
 - (a) Secretary of Labor and assistants act as mediators in important labor disputes.
 - (b) Collective bargaining between management and group of organized workers.

5. Improvement in labor conditions. Labor Question.

a. Factory improvements. capital and labor.

- (1) Good construction and sanitation demanded by government inspectors.
- (2) Dangerous machinery guarded. consumer.

b. Labor legislation. movement.

7. Reference (1) Women and children excluded from certain types of labor.

Text - (2) Minimum wage laws in many states.

1. Pp. (3) Pensions for aged.

2. Pp. (4) State Arbitration Boards.

3. Pp. (5) Reduction of working hours. 479 - 486.

4. Pp. (6) Workmen's Compensation Act.

5. Pp. 472 - Payment of cash benefits to victims of

4. Pp. 435 - industrial accidents.

9. Pp. (7) - Social Security Acts, 1935. 436 - 454.

For teachers. (a) Provides that Federal Government give financial aid to states and employers in providing old age pension. Write to American Federation

then for a boy (b) Worker and employer taxed.

annual meeting (c) Aid for physically handicapped and dependent children.

Bonnett, H. Employers' Associations in the United States.
 (d) Insurance against periods of unemployment. Employer taxed. - The Arduous of
Chronicles of America

(8) The proposed Child Labor Amendment.

(a) National control of labor of all children under eighteen years of age.

Commons, J. R. and associates. History of Labor in the
 Thirteen states have laws at present measuring to the standard of the proposed amendment.
 Gompers, Samuel Welfare.

6. General aspects of the Capital - Labor Question.

Rockwell a. The interdependence of capital and labor. Industry.

Schlesinger b. The need for fair division of profits for employer and employee.
 (Twelve volumes.) Volume XI. The Quest of Social Justice.

Unit c. The need for consideration of the consumer. Writings

to d. The co-operative movement. Journal of Commerce of the

V. References. as - its organization, functions and service.

VI. For pupils. activities.

Text - Pp. 529 - 538, 514 - 528, 539 - 552. ation in the

1. Pp. 399 - 408, 417 - 423. 1930, by ten year periods.

2. Pp. 279 - 289, 292 - 304, 307 - 319. growth of cities.

3. Pp. 411 - 428, 429 - 461, 468 - 474, 479 - 486.

4. Pp. 199 - 204, 157 - 175, 128 - 149. between 1870 -

5. Pp. 472 - 495, 499 - 530, 450 - 470.

6. Pp. 435 - 451, 453 - 471. one of the following:

9. Pp. 389 - 406, 409 - 422, 424 - 434, 438 - 454.

For teachers. J. Hill.

American Federation of Labor, Washington, D. C. Write to

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For teachers.

9. Pp. 389 - 408, 409 - 422, 424 - 434, 438 - 454.

6. Pp. 435 - 451, 453 - 471.

5. Pp. 472 - 495, 499 - 530, 450 - 470.

4. Pp. 199 - 204, 157 - 175, 128 - 149.

3. Pp. 411 - 428, 429 - 461, 468 - 474, 479 - 486.

2. Pp. 279 - 289, 292 - 304, 307 - 319.

1. Pp. 399 - 408, 417 - 423.

Text - Pp. 529 - 538, 514 - 528, 539 - 552.

For pupils.

V. References.

d. The co-operative movement.

c. The need for consideration of the consumer.

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dependent children.

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them for a booklet on "Report of Proceedings" of its last annual meeting.

Bonnett, H. Employer's Associations in the United States.

Chronicles of America Series - Volume 40 - The Armies of Labor.

Volume 41 - Masters of Capital.

Commons, J. R. and associates. History of Labor in the United States.

Gompers, Samuel Labor and the Common Welfare.

Lavison, Edward I Break Strikes.

Rockefeller, J. D., Jr. The Personal Relation in Industry.

Schlesinger, A. M. & Fox, C. A History of American Life.
(Twelve volumes.) Volume XI. The Quest of Social Justice.

United States Chamber of Commerce, Washington, D. C. Write to them for a booklet on "The Chamber of Commerce of the United States - its organization, functions and service.

VI. Suggested Activities.

1. On a bar graph show the growth of population in the United States from 1850 to 1930, by ten year periods.
2. List the outstanding reasons for the growth of cities.
3. Report on a well-known strike of this period.
4. Outline the main strikes and causes between 1870 - 1930.
5. Write a short biography of one of the following:
 - a. Samuel Gompers.
 - b. James J. Hill.
 - c. Andrew Carnegie.

- d. Theodore Roosevelt.
 - e. Henry Ford.
 - f. Frances Perkins.
6. Report a summary of
 - a. The American Federation of Labor.
 - b. The Anti-Trust Laws.
 - c. Good and bad sides of trusts.
 - d. Growth of the Standard Oil Company.
 7. Summarize the development of one type of large industry in United States, as
 - a. The Petroleum Industry.
 - b. The Rubber Industry.
 - c. The Textile Industry.
 8. Make a chart of all the Presidents up to 1902.
 9. Make a time line of these events:
 - a. Passage of the I. C. C.
 - b. Founding of the American Federation of Labor.
 - c. Passage of the Homestead Act.
 10. Write a report of the National Grange.
 11. Make a list of what you consider the ten most important inventions of the nineteenth century.
 12. Locate on an outline map the ten largest cities in the United States in 1890.
 13. List the results of the machine age on
 - a. Towns and cities.
 - b. The cost of finished products.
 - c. Workers.

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 - a. The American Federation of Labor.
7. Report a summary of
 - f. Frances Perkins.
 - e. Henry Ford.
 - d. Theodore Roosevelt.

d. The way we live.

VII. Minimum Essentials.

1. An understanding of the movements which led to the rapid growth of cities.
2. An understanding of the geographical and other factors which influence the location of cities.
3. An understanding of the value of large industrial combinations.
4. Some knowledge of the demands of labor and of the improvements in labor conditions since 1881.
5. Some knowledge of the history of the labor movement in the United States.
6. Some knowledge of how large corporations are organized.
7. Understanding of some of the advantages and disadvantages of large scale production to both capital and labor.
8. Some knowledge of the contributions of the following men in this unit:
 - a. John D. Rockefeller.
 - b. Samuel Gompers.
 - c. Andrew Carnegie.
 - d. Henry Ford.
 - e. James Hill.
9. Knowledge of the following words and phrases:
 - a. Employer.
 - b. Employee.

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 - a. Employer.
 - b. Employee.

c. Trust.

UNIT XII. Changes in American Life from 1865 to the Present.

d. Monopoly.

Overview.

e. Large scale production.

After 1865 many discoveries, inventions, and improvements

f. Corporation.

were made which touched the everyday life of the people.

g. Union.

Perhaps more changes occurred at this time than had occurred

h. Competition.

in earlier times in a whole century. These changes had to do

i. Capital.

with transportation and communication, the use of oil, gas,

j. Arbitration.

electricity, and steel, and advances in science, education,

k. Closed shop.

and the arts. We are to study a few of these changes in this

l. Open shop.

unit of work.

- 1. Open shop.
- 2. Closed shop.
- 3. Arbitration.
- 4. Capital.
- 5. Competition.
- 6. Union.
- 7. Corporation.
- 8. Large scale production.
- 9. Monopoly.
- 10. Trust.

I. Specific Objectives.

UNIT XII. Changes in American Life from 1865 to the Present.

Overview.

After 1865 many discoveries, inventions, and improvements were made which touched the everyday life of the people. Perhaps more changes occurred at this time than had occurred in earlier times in a whole century. These changes had to do with transportation and communication, the use of oil, gas, electricity, and steel, and advances in science, education, and the arts. We are to study a few of these changes in this unit of work.

1. What are the inventions, discoveries, and improvements that have made modern life so different?
2. What are some discoveries in modern medicine which have added to the span of life?
3. What social changes have developed since the Civil War? Who are the persons connected with them?
4. What are the evidences of the growth of humanitarianism among men?

III. Suggested Approaches.

1. Have some member of the class report on Charles E. Duryea. Discuss and ask questions about him.
2. Discuss the problem of jungle diseases as encountered in World War II, and what is being done to solve it.
3. Reread and discuss in Tryon, Lingley, and Worhouse, The American People and the Nation - P. 476, - The Foreword.

UNIT XII. Changes in American Life from 1865 to the Present.

Overview.

After 1865 many discoveries, inventions, and improvements

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Perhaps more changes occurred at this time than had occurred in earlier times in a whole century. These changes had to do with transportation and communication, the use of oil, gas, electricity, and steel, and advances in science, education, and the arts. We are to study a few of these changes in this unit of work.

I. Specific Objectives.

1. A knowledge of the achievements of modern inventive genius and effects on American life in our time.
2. A knowledge of how modern inventions have changed everyday life today over fifty or seventy-five years ago.
3. Knowledge of what "modern medicine" means.
4. Some understanding of what "humanitarianism" is and how it has developed in the United States.

II. Problems.

1. What are the inventions, discoveries, and improvements that have made modern life so different?
2. What are some discoveries in modern medicine which have added to the span of life?
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IV. Outline of Subject Matter.

1. Changes in transportation and communication:

Before 1900 -

- a. Atlantic cable.
- b. Telephone.
- c. Typewriter.
- d. Railroad - more and modern.
- e. Street railways.

After 1900 -

- a. Automobile.
- b. Airplane.
- c. Wireless telegraph.
- d. Radio.
- e. Television.

2. Scientific discoveries.

a. Lighting.

(1) Thomas Edison.

- (a) Changes in lighting of the home.
- (b) The phonograph.
- (c) The moving picture projector.

b. Use of iron and steel.

(1) Two necessities for an age of steel.

- (1) (a) Plenty of iron-ore nearby.
- (2) (b) Way to make steel cheaply.

(2) How these demands were met.

- (a) Iron-ore in Lake Superior region.

IV. Outline of Subject Matter.

1. Changes in transportation and communication:

Before 1800 -

- a. Atlantic cable.
- b. Telephone.
- c. Typewriter.
- d. Railroad - more and modern.
- e. Street railways.

After 1800 -

- a. Automobile.
- b. Airplane.
- c. Wireless telegraph.
- d. Radio.
- e. Television.

2. Scientific discoveries.

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(1) Thomas Edison.

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(1) Two necessities for an age of steel.

- (a) Plenty of iron-ore nearby.
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(2) How these demands were met.

(a) Iron-ore in Lake Superior region.

- (1) (b) Henry Bessemer in England.
- (2) (c) William Kelley in America.
- (3) Important uses of steel.
 - (a) Structural steel.
 - (b) Wires.
 - (c) Rails.
 - (d) Tools.
- (4) Important uses of steel.
- (5) Making of modern steel.
- c. Modern medicine.
 - (1) Meaning of epidemics.
 - (2) Ways of prevention.
 - (a) By quarantine.
 - (b) By vaccination.
 - (3) Men who have made important discoveries.
 - (a) Edward Jenner.
 - (b) Louis Pasteur.
 - (c) Lord Lister.
 - (d) Walter Reed.
 - (e) Jesse Lazear.
 - (f) William Gorgas.
- d. Moving pictures.
 - (1) Their development.
 - (2) Their effect on modern life.
- 3. Social changes.
 - a. Humanitarian movements.

(1) Meaning.

(2) Reform movements in the early nineteenth century.

V. References.

For pupils. (a) Better treatment of handicapped.

Text - Pp. 63 (b) Prisons improved. - 602, 642 - 644.

1. Pp. 470 - (c) Cruel punishments done away with.

2. Pp. 345 - (d) Manhood suffrage. 435.

10. Pp. 219 - (e) Temperance movement.

5. Pp. 311 - (f) Improved schools.

6. Pp. (3) Some humanitarians working after 1865.

9. Pp. 405, (a) Clara Barton. 489, 489 - 491,

facing 49 (b) Frances E. Willard.

For teachers. (c) Booker T. Washington.

Allen, H. - (d) Jane Addams.

Gorges. (4) Some living humanitarians.

VI. Suggested Activities. (a) Dr. Wilfred Grenfell.

1. Make a chart (b) Helen Keller. laws, discoveries, and

improvements (c) Evangeline Booth. and communications,

b. Rights of women. on 1866 to present.

2. Prepare (1) Property rights.

a. (2) Control of children.

b. (3) Occupation.

c. (4) Education. pictures.

d. (5) Suffrage. of 1870.

3. Make (6) Some leaders. different air lines and how they

spread the (a) Lucy Stone.

(b) Julia Ward Howe.

4. Write a story (c) Susan B. Anthony.

5. Book (d) Anna Howard Shaw. From Slavery.

V. References. See Keller's Story of My Life.

For pupils. Wells's Wonder Workers.

Text - Pp. 538 - 549, 564 - 570, 597 - 602, 642 - 644.

1. Pp. 470 - 502, 417 - 431, 374 - 395.
2. Pp. 345 - 356, 359 - 372, 425 - 435. leaders in the
10. Pp. 219 - 237, 97 - 114.
5. Pp. 611 - 651, 499 - 530. following events:
6. Pp. 373 - 400, 291 - 312, 484 - 485. fully.
9. Pp. 405, 428 - 434, 462 - 463, 469, 489 - 491,
facing 497. War Steel Process.

For teachers. First showing of motion pictures.

Allen, H. - Only Yesterday. Industry.

Gorgas, M. & Henrick, J. - William C. Gorgas. Since 1865,

VI. Suggested Activities. ages they brought about.

1. Make a chart showing inventions, discoveries, and
improvements in transportation and communications,

VII. Find inventor and date, from 1865 to present.

2. Prepare a floor talk on: importance of railroads in
 - a. Stories of inventors. 1865, 1865 - 1900, 1900 - 1936.
 - b. Boulder Dam. at inventors, dates of and their
 - c. The first moving pictures.
 - d. The Centennial of 1876.
3. Make a study of the different air lines and how they
cross the United States.

4. Write a report on:
 - a. Booker T. Washington's Up From Slavery.
 - b. Helen Keller's Story of My Life.
 - c. Mary Wade's Wonder Workers.
5. Write a summary of the History of Light (See Reference Book No. 1 - P. 410.)
6. Write a short biography of one of the leaders in the woman suffrage movement.
7. Make a time line of the following events:
 - a. The first airplane to fly successfully.
 - b. The first automobile patent to be granted.
 - c. The Bessemer Steel Process.
 - d. The first showing of motion pictures.
8. Report on the plastics industry.
9. Make an outline of the reform movements since 1865, and tell what changes they brought about.
10. Write out a report on the contribution of Jane Addams to American Life.

VII. Minimum Essentials.

1. Condition and relative importance of railroads in three periods - 1830 - 1865, 1865 - 1900, 1900 - 1936.
2. Names of important inventors, dates of and their inventions:

Cyrus W. McCormick.

Thomas Edison.

Orville Wright.

4. Write a report on:
 - a. Booker T. Washington's Up from Slavery.
 - b. Helan Keller's Story of My Life.
 - c. Mary Wadsworth's Wonder Workers.
5. Write a summary of the History of Light (See Reference Book No. 1 - p. 410.)
6. Write a short biography of one of the leaders in the woman suffrage movement.
7. Make a time line of the following events:
 - a. The first airplane to fly successfully.
 - b. The first automobile patent to be granted.
 - c. The Bessemer Steel Process.
 - d. The first showing of motion pictures.
 - e. Report on the plastics industry.
8. Make an outline of the reform movements since 1865, and tell what changes they brought about.
10. Write out a report on the contribution of Jane Adams to American life.
- VII. Minimum Essentials.
 1. Condition and relative importance of railroads in three periods - 1850 - 1865, 1865 - 1900, 1900 - 1935.
 2. Names of important inventors, dates of and their inventions:
 - Cyrus W. McCormick.
 - Thomas Edison.
 - Orville Wright.

Wilbur Wright.

Samuel F. B. Morse.

Cyrus Field.

Marconi.

James Watt.

Eli Whitney.

Samuel Slater.

Elias Howe.

John Deere.

Charles Goodyear.

Sir Henry Bessemer.

3. A general idea of changes in life made by these inventions.
4. Facts about the making and importance of steel.
5. Names of a few men famous for health work.
6. Some knowledge of those who contributed to the pioneer work in the battle for woman's rights - suffrage and education.
7. An understanding of the lives of a few men and women who have given their lives to advance the cause of humanity.
8. A knowledge of these words:
 - a. humanitarian.
 - b. suffrage.
 - c. epidemic.
 - d. vaccination.

100

100

100

William Wright.

Samuel E. Jones.

Cyrus Hall.

Harriet.

Thomas Hall.

Elizabeth.

Samuel Jones.

Alma Jones.

John Jones.

Charles Goss.

Mr. Henry Goss.

3. General ideas of changes in life made by these

inventions.

4. Facts about the making and importance of steel.

5. Names of a few men known for health work.

6. Some knowledge of those who contributed to the pioneer

work in the battle for women's rights - suffrage and

education.

7. An understanding of the lives of a few men and women

who have given their lives to advance the cause of

humanity.

8. Knowledge of these words:

a. sanitation.

b. suffrage.

c. epidemic.

d. vaccination.

UNIT XIII The United States Becomes a World Power.

e. quarantine.

Over f. incandescent.

The g. television. United States is chiefly responsible

for the h. nylon. the United States with other nations - our

foreign i. aeronautics. States, after 1885, changed from a

country of j. radio beam. a few factories to a great industrial

nation. The world problems of such a nation are far more difficult than those faced by a nation of farms and few factories. For a hundred years we had followed the advice of President Washington in his Farewell address - to stay out of foreign affairs. At the end of the nineteenth century, however, the old spirit of isolation gave way. The United States became interested in foreign affairs. This new interest was a direct outgrowth of the energy which had been used in settling the last frontier. Before the first quarter of the twentieth century had closed, the United States had become a world power of the first rank. Let us review in this unit the history of these foreign relations.

- e. granitina.
- f. incandescent.
- g. television.
- h. nylon.
- i. aeromagnetic.
- j. radio beam.

UNIT XIII. The United States Becomes a World Power.

Overview.

The President of the United States is chiefly responsible for the dealings of the United States with other nations - our foreign policy. The United States, after 1865, changed from a country of farms and a few factories to a great industrial nation. The world problems of such a nation are far more difficult than those faced by a nation of farms and few factories. For a hundred years we had followed the advice of President Washington in his Farewell Address - to stay out of foreign affairs. At the end of the nineteenth century, however, the old spirit of isolation gave way. The United States became interested in foreign affairs. This new interest was a direct outgrowth of the energy which had been used in settling the last frontier. Before the first quarter of the twentieth century had closed, the United States had become a world power of the first rank. Let us review in this unit the history of these foreign relations.

3. Why did the United States change her policy of

isolationism and entered into international relations?

III. Suggested Methods of Approach.

1. Class discussion of the policy that the United States must maintain toward occupation of Japan, or any of the conquered countries.

2. Class discussion of our possessions known by the class. Two map.

UNIT XIII. The United States Becomes a World Power.

Overview.

The President of the United States is chiefly responsible for the dealings of the United States with other nations - our foreign policy. The United States, after 1885, changed from a country of farms and a few factories to a great industrial nation. The world problems of such a nation are far more difficult than those faced by a nation of farms and few factories. For a hundred years we had followed the advice of President Washington in his Farewell Address - to stay out of foreign affairs. At the end of the nineteenth century, however, the old spirit of isolation gave way. The United States became interested in foreign affairs. This new interest was a direct outgrowth of the energy which had been used in settling the last frontier. Before the first quarter of the twentieth century had closed, the United States had become a world power of the first rank. Let us review in this unit the history of these foreign relations.

I. Objectives. *short account of the life of Theodore*

1. A knowledge of the territories that the United States has obtained. *illness episodes.*
2. A knowledge of how the United States has conducted herself toward other nations. *oil, tea, coffee, etc.*
3. A knowledge of some of the problems met in the relations between great powers of the world.
4. A knowledge of the ways in which the powers of the world have tried to solve those problems. *the Doctrine*
5. A knowledge of the problems faced in building the Panama Canal. *Reasons for his interest in Mexico.*
6. An understanding of the part played by the United States in World War I, and in world affairs following that war. *(a) Napoleon III withdraws soldiers.*

II. Suggested Approaches. *fall of Maximilian.*

1. How has the United States obtained the possessions which she has added since 1865? *Spain and Great Britain*
2. How has she carried out her responsibilities toward these new possessions?
3. Why did the United States change her policy of isolationism and entered into international relations?

III. Suggested Methods of Approach. *arbitration.*

1. Class discussion of the policy that the United States must maintain toward occupation of Japan, or any of the conquered countries. *new World, except Canada.*
2. Class discussion of our possessions known by the class. Use map.

- I. Objectives.
1. A knowledge of the territories that the United States has obtained.
 2. A knowledge of how the United States has conducted herself toward other nations.
 3. A knowledge of some of the problems met in the relations between great powers of the world.
 4. A knowledge of the ways in which the powers of the world have tried to solve those problems.
 5. A knowledge of the problems faced in building the Panama Canal.
 6. An understanding of the part played by the United States in World War I, and in world affairs following that war.

- II. Suggested Approaches.
1. How has the United States obtained the possessions which she has added since 1865?
 2. How has she carried out her responsibilities toward these new possessions?
 3. Why did the United States change her policy of isolationism and entered into international relations?

- III. Suggested Methods of Approach.
1. Class discussion of the policy that the United States must maintain toward occupation of Japan, or any of the conquered countries.
 2. Class discussion of our possessions known by the class. Use map.

3. Read a short account of the life of Theodore Roosevelt, emphasizing the "Rough Riders" and the fight against illness episodes.
4. Map discussion on the location of raw materials which the United States lacks - rubber, tea, coffee, etc.

IV. Outline of Subject Matter.

1. The United States defends the Monroe Doctrine.
 - a. The United States defends Mexico.
 - (1) Review the provisions of the Monroe Doctrine.
 - (2) The ambitions of Napoleon III.
 - (a) Reasons for his interest in Mexico.
 - (b) Maximilian's rise to power in Mexico.
 - (3) Seward's warning after the Civil War.
 - (a) Napoleon III withdraws soldiers.
 - (b) The fall of Maximilian.
 - b. The Venezuelan dispute.
 - (1) Dispute between Venezuela and Great Britain over the boundary between Venezuela and British Guiana.
 - (2) Cleveland's enforcement of the Monroe Doctrine.
 - (3) Dispute settled by arbitration.
 - c. New interpretation of the Monroe Doctrine.
 - (1) Became a policy of not only the United States but the whole New World, except Canada.
2. Territorial possessions of the United States.

a. Alaska - 1867.

- (1) Purchased from Russia for \$7,200,000.
- (2) Produces gold, copper, fur, fish, lumber, and coal.
- (3) Elects own legislature; governors and judges appointed by President.
- (4) Value of Alaska in World War II.
 - (a) A most important part of America's first line of defense.
- (5) The Alcan highway.

b. Territory acquired as a result of the Spanish-American War - 1898.

- (1) The War.
 - (a) Our interests in Cuba.
 - Sugar, tobacco, and fruit.
 - (b) Spanish control in Cuba.
 - Abuse of people.
 - Revolt of 1895.
 - (c) The growth of American hatred towards Spain's treatment of Cuba.
 - (d) The sinking of the Battleship "Maine".
- (2) Military and naval victories.
 - (a) Admiral Dewey at Manila.
 - (b) Santiago - San Juan Hill and defeat of Corvera's fleet.
 - (c) Puerto Rico captured.
 - (d) Treaty of Peace. (See following)
- (3) Puerto Rico - 1898.

- a. Alaska - 1867.
 - (1) Purchased from Russia for \$7,200,000.
 - (2) Produces gold, copper, fur, fish, lumber, and coal.
 - (3) Elects own legislature; governors and judges appointed by President.
 - (4) Value of Alaska in World War II.
 - (a) A most important part of America's first line of defense.
 - (b) The Alcan highway.
- b. Territory acquired as a result of the Spanish-American War - 1898.
 - (1) The War.
 - (a) Our interests in Cuba. Sugar, tobacco, and fruit.
 - (b) Spanish control in Cuba. Abuse of people.
 - (2) Result of 1898.
 - (a) The growth of American hatred towards Spain's treatment of Cuba.
 - (b) The sinking of the Battleship "Maine".
 - (3) Military and naval victories.
 - (a) Admiral Dewey at Manila.
 - (b) Santiago - San Juan Hill and defeat of Cervera's fleet.
 - (c) Puerto Rico captured.
 - (d) Treaty of Peace. (See following)
- (3) Puerto Rico - 1898.

d. Panama Canal Zone - 1904.

(a) Produces sugar, coffee, tobacco.

(b) Government similar to Alaskan.

(4) Cuba.

(a) A protectorate - independent in 1902.

(b) Produces sugar, tobacco, coffee, cotton, fruits.

(c) Roads, sanitation, education, and government improved under the United States.

(5) Philippines - 1898.

(a) United States paid \$20,000,000.

(b) Produces sugar, hemp, tobacco, coconuts.

(c) Improvements similar to Cuba.

(d) Complete independence to be granted in 1944.

(e) Lost to Japanese and regained in World War II.

(f) Problem of policy of United States toward them now.

(6) Guam and Wake Island.

(a) Produce copra, coconut oil.

(b) Has no local legislature, officers appointed by the President.

c. Samoa - 1899.

(1) Tutuila awarded through arbitration with Germany.

(2) Pago-Pago, valuable coaling station.

(3) Government similar to Guam.

d. Panama Canal Zone - 1904.

(1) Permanent lease from Panama - \$10,000,000.

(2) \$25,000,000 paid to Colombia in 1921.

(3) Building of the Panama Canal.

(a) Reasons why needed.

(b) Early attempts at building.

(c) The opening of the Canal.

(d) Present importance of the Canal.

(4) Panama recognized as independent.

e. Virgin Islands - 1917.

(1) Purchased from Denmark for \$25,000,000.

(2) Produces sugar, coffee, rum.

(3) Coaling station.

(4) Government similar to Guam.

f. The annexation of Hawaiian Islands - 1898.

(1) Location.

(2) Early history.

(a) Called Sandwich Islands.

(b) Settled in 1820 by a band of Boston Missionaries.

(c) Became an important sugar-growing center.

(3) Annexed by the United States in 1898 at request of people there.

(4) Government:

(2) Legislature of the people, governor appointed by United States.

(5) Produces sugar and pineapple.

- d. Panama Canal Zone - 1904.
 - (1) Permanent lease from Panama - \$10,000,000.
 - (2) \$25,000,000 paid to Colombia in 1921.
 - (3) Building of the Panama Canal.
 - (a) Reasons why needed.
 - (b) Early attempts at building.
 - (c) The opening of the Canal.
 - (d) Present importance of the Canal.
 - (4) Panama recognized as independent.
- e. Virgin Islands - 1917.
 - (1) Purchased from Denmark for \$25,000,000.
 - (2) Produces sugar, coffee, rum.
 - (3) Coal station.
 - (4) Government similar to Guam.
- f. The annexation of Hawaiian Islands - 1898.
 - (1) Location.
 - (2) Early history.
 - (a) Called Sandwich Islands.
 - (b) Settled in 1820 by a band of Boston Missionaries.
 - (c) Became an important sugar-growing center.
 - (3) Annexed by the United States in 1898 at request of people there.
 - (4) Government:
Legislature of the people, Governor appointed by United States.
 - (5) Produces sugar and pineapple.

2. The policy of the United States in the Caribbean.

a. Dominican Republic, Haiti and Nicaragua protected by the United States.

b. Motive - trade protection.

3. Policy of United States in Mexico.

Non-intervention in Mexican Revolutions. Military intervention in 1914 - 1916.

4. The policy of the United States in the Far East.

a. "Open Door" agreement in 1899. Brought about by Secretary Hay.

b. Return of \$12,000,000 of the indemnities after the Boxer Rebellion.

c. Trade relations with China and Japan in 1940.

d. The Nine Power Pact - 1921.

(1) All nations to observe the Open Door Policy in the Pacific.

(2) The Manchurian Affair - Japs entered Manchuria and set up a puppet state - Manchukuo.

(3) Doctrine of non-recognition.

(4) Japan's "Monroe Doctrine". Japan alone would decide what was good for China.

e. Present relations with China.

(1) Friendly.

(2) Sending war material.

(3) Helping fight a common enemy.

5. The Pan-American Union - 1889.

a. Organization of all American Republics at Washington.

(1) Promotes trade, stabilizes finances.

(2) Aims to arbitrate disputes.

b. Present policies toward Latin America.

(1) Good-will gestures of Hoover.

(2) Withdrawal of the Marines from Haiti.

(3) Contribution of American diplomats.

(a) Dwight W. Morrow.

(b) Cordell Hull.

(4) The "Good Neighbor" policy of Franklin D. Roosevelt.

(5) The 1936 Pan-American Peace Conference.

(6) The 1940 Pan-American Peace Conference in Cuba.

(7) Securing of naval and air bases in British Caribbean, 1940.

6. The World War I.

a. America's policy of non-interference.

(1) Wilson's neutrality proclamation in 1914.

(2) Commercial difficulties, resulting from neutrality.

(a) Searching of American vessels by the British.

(b) German submarine warfare.

(3) Discrimination of American neutrality policy

1. The Treaty of Versailles - peace after World War I

- (1) against the Central Powers. (The Allies controlled the seas.)
- (2) to ratify because:

- (4) The sinking of the Lusitania. League of Nations

b. Causes of the United States entering the War.

- (1) Allied propaganda in the United States.
- (2) The Zimmerman Affair.
- (3) American sympathy toward the Allies.
- (4) The sinking of the Lusitania.
- (5) Efforts at sabotage and espionage in the United States.

c. Story of the War from 1914 - 1917.

d. United States in the War - declared April 2, 1917.

- (1) Battles of
 - (a) Chateau - Thierry.
 - (b) The Argonne.
 - (c) The Marne.
 - (d) St. Mihiel.
- (2) Work of the Navy.
- (3) Wilson's 14 points.

e. The Armistice - November 11, 1918.

V. References.

For Pupils.

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controlled the seas.)

(4) The sinking of the Lusitania.

b. Causes of the United States entering the

war.

(1) Allied propaganda in the United States.

(2) The Zimmerman Affair.

(3) American sympathy toward the Allies.

(4) The sinking of the Lusitania.

(5) Efforts at sabotage and espionage in the

United States.

c. Story of the War from 1914 - 1917.

d. United States in the War - Declared April 6, 1917.

(1) Battles of

(a) Chateau - Thierry.

(b) The Argonne.

(c) The Marne.

(d) St. Mihiel.

(2) Work of the Navy.

(3) Wilson's 14 points.

e. The Armistice - November 11, 1918.

f. The Treaty of Versailles - peace after World War I.

1. (1) Signed June 28, 1919.

2. (2) United States refused to ratify because:

3. (a) Opposed to Article X of League of Nations

4. (b) Signed separate treaties with Germany, Austria and Hungary.

g. Cost of World War I to United States.

(1) Financial aid - \$35,000,000,000.

10. (2) A. E. F. - 2,000,000 men in France in 1918 - 302,612 men lost lives.

(3) America has been a creditor nation since World War I.

h. How did the War effect American life?

VI. Suggested Activities.
(1) Government control and regulation

1. On a world outline map color in red those possessions

(a) Banking.

(b) Railroads.

(c) Shipping.

(d) Insurance.

(e) Price fixing.

(2) Purchase of Liberty Bonds.

(3) Red Cross Work.

(4) Profits for industry.

(5) High taxation.

(6) Women doing men's work.

(7) High cost of living.

V. References.

For Pupils.

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For Pupils.

(V) High cost of living.

(6) Women doing men's work.

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(4) Profits for industry.

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(2) Purchase of Liberty Bonds.

(a) Price fixing.

(d) Insurance.

(c) Shipping.

(b) Railroads.

(a) Banking.

(1) Government control and regulation

f. How did the war affect American life?

World War I.

(3) America has been a creditor nation since

308,618 men lost lives.

(2) A. E. F. - 2,000,000 men in France in 1918 -

(1) Financial aid - \$35,000,000,000.

g. Cost of World War I to United States.

Autistic and Hungary.

(b) Signed separate treaties with Germany.

(a) Opposed to Article X of League of Nations

(2) United States refused to ratify because:

(1) Signed June 28, 1919.

2. The Treaty of Versailles - passed after World War I.

Text - Pp. 599 - 647. required.

1. Pp. 530 - 539, 511 - 528. listing the dates of the following
2. Pp. 468 - 475, 477 - 491, 493 - 505.
3. Pp. 479 - 502, 254 - 253.
5. Pp. 511 - 601. American War.
6. Pp. 477 - 497, 499 - 518.
9. Pp. 464 - 475, 477 - 493, 496 - 509. in China.
10. Pp. 204 - 210, 237 - 241, 141 - 144, 179 - 195,
249 - 279. primary on our dealings with foreign nations.

For Teachers magazine references at the library, list the

Latane, J. H. - From Isolation to Leadership.

Moon, P. T. - Imperialism and World Politics.

VI. Suggested Activities. ing.

1. On a world outline map color in red these possessions of the United States:
 - a. Alaska.
 - b. Aleutian Islands.
 - c. Guam.
 - d. Hawaiian Islands.
 - e. Philippine Islands.
 - f. Canal Zone.
 - g. Puerto Rico.
 - h. Virgin Islands.
 - i. Wake Island.
 - j. Midway Island.
2. Chart the territorial growth of the United States indicating the territory, how acquired, date, and

nation from whom acquired.

3. Make a time line representing the dates of the following events:
 - a. Purchase of Alaska.
 - b. Spanish-American War.
 - c. Annexation of Hawaii.
 - d. Establishment of the "Open Door" in China.
 - e. First treaty with Japan.
4. Write a summary on our dealings with foreign nations.
5. From the magazine references at the library, list the main accomplishments of Woodrow Wilson.
6. Choose one biography:
 - a. John J. Pershing.
 - b. Colonel House.
 - c. Georges Clemenceau.
 - d. George W. Norris.
7. Make an illustrated chart of the products of our territorial possessions.
8. Give a floor talk on one of the following:
 - a. The Boxer Rebellion.
 - b. Havana.
 - c. The Panama Canal.
9. Write an outline of the services done by the United States to her possessions.
10. Identify the following men, briefly stating what part they played in World War I:
 - a. General John J. Pershing.

10. Identify the following men, briefly stating what part they played in World War I:
 - a. General John L. Pershing.
9. Write an outline of the services done by the United States to her possessions.
 - a. The Boxer Rebellion.
 - b. Havana.
 - c. The Panama Canal.
8. Give a floor talk on one of the following:
 - a. Territorial possessions.
7. Make an illustrated chart of the products of our
 - d. George W. Norris.
 - c. Georges Clemenceau.
 - b. Colonel House.
 - a. John J. Pershing.
6. Choose one biography:
 - a. Main accomplishments of Woodrow Wilson.
5. From the magazine references at the library, list the
 - a. Write a summary on our dealings with foreign nations.
 - e. First treaty with Japan.
 - d. Establishment of the "Open Door" in China.
 - c. Annexation of Hawaii.
 - b. Spanish-American War.
 - a. Purchase of Alaska.
3. Make a time line representing the dates of the following events:
 - a. nation from whom acquired.

- b. Hugh Johnson.
 - c. General Ferdinand Foch.
 - d. Newton D. Baker.
 - e. Bernard M. Baruch.
11. Write a short explanation of what might have happened if we had not purchased Alaska when we did.
 12. Define these words or terms:
 - a. mobilization.
 - b. sphere of influence.
 - c. Latin America.
 - d. protectorate.
 - e. intervention.
 - f. economic nationalism.
 - g. isolationism.
 - h. armed neutrality.
 13. Construct a chart showing the cost in money, lives lost, and wounded to the nations of the Allied Powers.
 14. Give a report (oral or written) of one "March of Time" broadcast on the radio, dealing with some current problem similar to those we have studied in this unit.

VII. Minimum Essentials.

- 1.. A knowledge of the territories acquired by United States since 1865.
2. An understanding of the problems, benefits, and government of these new possessions.
3. A knowledge of some of the problems calling for international cooperation.

4. An understanding of the influence of the United States as a world power.
5. An evaluation of our "Good Neighbor" policy.
6. A knowledge of the importance of the Monroe Doctrine in American History.
7. A knowledge of the direct and indirect causes of World War I.
8. A knowledge of the fighting of World War I.
9. A knowledge of some of the important figures in World War I.
10. A knowledge of why the United States entered World War I.
11. Some knowledge of the history and building of the Panama Canal.
12. Some knowledge of our earlier relations with China and Japan to form a background for the study of World War I.
13. An understanding of the following words:
 - a. isolation.
 - b. acquisition.
 - c. arbitration.
 - d. imperialism.
 - e. nationalism.
 - f. diplomacy.
 - g. diplomatic service.
 - h. dependency.

UNIT XIV. i. protectorate.

Every j. concession.

The k. neutrality.

The years of World War I were years of trouble for the United States and the rest of the world. The problems after a war are always many, especially in such a rapidly changing world as ours. Throughout the 1920's the government struggled with many problems - immigration, control of crime, prohibition, and corruption in political office, as well as with the problems of foreign relations and industrial adjustment which we have just finished studying. Whatever the "tomorrow" is like, "today" presents more problems than it has solutions, especially for young men and women. One of the solutions is to become familiar with the society in which we live. This, then, is our purpose in studying this unit.

UNIT XIV. Problems of Recent Times.

Overview.

The years after the end of World War I were years of trouble for the United States and the rest of the world. The problems after a war are always many, especially in such a rapidly changing world as ours. Throughout the 1920's the government struggled with many problems - immigration, control of crime, prohibition, and corruption in political office, as well as with the problems of foreign relations and industrial adjustment which we have just finished studying. Whatever the "tomorrow" is like, "today" presents more problems than it has solutions, especially for young men and women. One of the solutions is to become familiar with the society in which we live. This, then, is our purpose in studying this unit.

III. Suggested Approaches.

1. Report by a pupil who has seen the moving picture "The Roaring Twenties". Class discussion follows.
2. Discussion of the inauguration of President Roosevelt in 1933.
3. Picture study and discussion of recovery from the depression.

IV. Outline of Subject Matter.

1. New amendments to the Constitution.
2. Filled the needs of the time.
- (1) With Amendment 5 May 31, 1913.

Overview.

The years after the end of World War I were years of trouble for the United States and the rest of the world. The problems after a war are always many, especially in such a rapidly changing world as ours. Throughout the 1920's the Government struggled with many problems - immigration, control of crime, prohibition, and corruption in political office, as well as with the problems of foreign relations and industrial adjustment which we have just finished studying. Whatever the "tomorrow" is like, "today" presents more problems than it has solutions, especially for young men and women. One of the solutions is to become familiar with the society in which we live. This, then, is our purpose in studying this unit.

I. Objectives.

1. A knowledge of a few of the political, economic, and social problems of recent decades.
2. An appreciation of the importance of conservation.
3. An understanding that social and economic causes have caused the government to play an increasing part in the life of the individual.
4. A knowledge of the changes in the Constitution that have been brought about by the development of new political ideas.

II. Suggested Problems.

1. Why do changing times bring changes in our government?
2. How have specific problems been dealt with by our people?
3. What were some of the problems of recent times?

III. Suggested Approaches.

1. Report by a pupil who has seen the moving picture "The Roaring Twenties". Class discussion follows.
2. Discussion of the inauguration of President Roosevelt in 1937.
3. Picture study and discussion of recovery from the depression.

IV. Outline of Subject Matter.

1. New amendments to the Constitution.
 - a. Filled the needs of the times.
 - (1) 17th Amendment - May 31, 1913.

I. Objectives.

1. A number of a few of the political, economic, and social problems of recent decades.
2. An appreciation of the importance of conservation.
3. An understanding of the social and economic causes have caused the Government to play an increasing part in the life of the individual.
4. A knowledge of the causes in the Constitution that have been brought about by the development of new political ideas.

II. Suggested Problems.

1. Why do citizens bring changes in our Government?
2. How have special problems been dealt with by our people?

3. What were some of the problems of recent years?

III. Suggested Approaches.

1. Report by a pupil who has seen the movie picture "The Fighting Twerder". Class discussion follows.
2. Discussion of the importance of President Roosevelt in 1937.

3. Picture study and discussion of recovery from the depression.

IV. Outline of Subject Matter.

1. New amendments to the Constitution.
2. Filled the needs of the times.

(1) 17th Amendment - May 13, 1913.

- (a) Provided for popular election of U. S. Senators.
 - (2) 18th Amendment - National Prohibition, January 29, 1919.
 - (a) Intended to prohibit the sale and manufacture of liquors.
 - (b) Government unable to enforce the restriction.
 - (3) 19th Amendment - August, 1920.
 - (a) Extended to women the right to vote.
 - (4) 20th Amendment - "Lame Duck".
 - (a) Provided that newly elected Presidents and Vice-Presidents should take office on January 20.
 - (b) Provided that newly elected Senators and Representatives should take office on the third of January.
 - (5) 21st Amendment - Repeal of Prohibition -1933.
2. Civil Service Reform - 1883.
- a. Early method of building up party machine through the Spoils System.
 - b. Public opinion aroused by the assassination of President Garfield.
 - c. Civil Service Act. (Pendleton Act)
 - (1) Required competitive examination for many classes of government employees.
 - (2) Introduced the Merit System in public office.
 - (3) Applies now to city and state positions.
 - (4) 461,587 federal office holders under this Act in 1934.

Act in 1934.

(4) 461,587 federal office holders under this

(3) applies now to city and state positions.

(2) Introduced the Merit System in public office.

classes of government employees.

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c. Civil Service Act (Pendleton Act)

President Garfield.

b. Public opinion aroused by the assassination of

the Spoils System.

a. Early method of building up party machine through

2. Civil Service Reform - 1883.

(5) 51st Amendment - Repeal of Prohibition - 1933.

on the third of January.

(b) Provided that newly elected Senators

and Vice-Presidents should take office

on January 20.

(4) 20th Amendment - "Lame Duck".

(a) Extended to women the right to vote.

(3) 19th Amendment - August, 1920.

(b) Government unable to enforce the

prohibition.

(a) Intended to prohibit the sale and

manufacture of liquors.

(2) 18th Amendment - National Prohibition,

January 29, 1919.

(a) Provided for popular election of U. S.

Senators.

3. Conservation of our resources.

a. Meaning and importance of conservation.

b. Dam construction.

(1) T. V. A.

(2) Boulder.

(3) Norris.

(4) Gran Coulee.

(5) Bonneville.

c. The story of the Dust Bowl.

d. Conserving coal, oil, and minerals.

e. Effect of war on our resources.

f. Importance of conservation program.

4. Panics and business depressions.

a. Causes.

(1) Speculation in land, industrial securities.

(2) Industries storing surpluses of goods.

(3) Borrowing with no backing.

(4) Undertakings far beyond our resources.

b. Results.

(1) Period of unemployment and depression as after the crash of 1929.

(2) Government usually called upon to aid in solving readjustment problems. (New Deal agencies)

c. The depression of 1929.

(1) Attempts of Hoover to solve the problem.

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d. Conserving coal, oil, and minerals.
c. The story of the Dust Bowl.

(5) Bonneville.

(4) Great Canals.

(3) Norris.

(2) Boulder.

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b. Dam construction.

a. Meaning and importance of conservation.

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8. Pp. 411 (a) Farm relief.

9. Pp. 507 (b) R. F. C.

5. Pp. (2) Remedies offered by the New Deal.

8. Pp. 433 (a) Policies of Franklin D. Roosevelt.

8. Pp. 533 (b) Banking holiday.

9. Pp. 584 (c) N.R.A. - C.C.C. - N.Y.A. - etc.

10. Pp. 513 (d) Social Security Laws.

VI. 5. The increasing cost of government.

1. a. Services now performed by the federal government.

b. The 16th Amendment passed - 1913.

c. The various taxes levied.

6. Federal Reserve Banks - 1913.

3. a. Country divided into 12 districts, with Federal Reserve Bank in each district.

4. b. Currency to be controlled by the Federal Reserve Board.

5. (1) Hoped to solve currency problems by

United States (a) Securing federal government control.

6. Identify, (b) Giving local banks a fair share in management.

a. William B. Eustis
b. The Wright (c) Distributing money power over all sections of the country.

d. William B. Eustis (d) Providing for the issue and withdrawal of notes to meet business demands.

4. Woodrow Wilson.

V. References.

For pupils.

Text Pp. 647 - 687.

1. Pp. 434 - 455.

- (d) Providing for the issue and withdrawal of notes to meet business demands.
- (c) Distributing money power over all sections of the country.
- (b) Giving local banks a fair share in management.
- (a) Securing federal government control.
- (1) Hoped to solve currency problems by Board.

- b. Currency to be controlled by the Federal Reserve Reserve Bank in each district.
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- c. The various taxes levied.
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- a. Services now performed by the federal government.
- 5. The increasing cost of government.

- (d) Social Security Laws.
- (c) N.R.A. - C.C.C. - N.Y.A. - etc.
- (b) Banking Holiday.
- (a) Policies of Franklin D. Roosevelt.
- (2) Remedies offered by the New Deal.
- (b) R. F. C.
- (a) Farm Relief.

2. Pp. 411 - 422, 425 - 435, 438 - 451.
3. Pp. 507 - 544, 474 - 479.
5. Pp. 654 - 688, 693 - 710.
6. Pp. 453 - 472.
8. Pp. 638 - 642.
9. Pp. 564 - 597.
10. Pp. 315 - 361.

VI. Suggested Activities.

1. Make a bar graph to show when amendments were adopted and purpose of the three groups - early - Civil War - recent.
2. List the advantages of the Merit System.
3. Write a summary of the history of prohibition in the United States.
4. Chart all the Presidents of the United States according to party, year, and contestants.
5. Make a topical outline of political parties in the United States.
6. Identify, in a sentence or two, each of the following:
 - a. William H. Taft.
 - b. The Wright Brothers.
 - c. William Jennings Bryan.
 - d. Woodrow Wilson.
 - e. recession.
 - f. The Interstate Commerce Commission.
 - g. N.R.A.

4. W.R.A.

1. The Interstate Commerce Commission.

2. recession.

3. Woodrow Wilson.

4. William Jennings Bryan.

5. The Wright Brothers.

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10. Pp. 315 - 321.

9. Pp. 324 - 337.

8. Pp. 338 - 343.

7. Pp. 453 - 472.

6. Pp. 654 - 688, 693 - 710.

5. Pp. 507 - 544, 474 - 479.

4. Pp. 411 - 422, 425 - 435, 438 - 451.

7. Make a time line for the following events:

- a. The passage of the pure food law.. Roosevelt.
- b. The granting of the ballot to women by a of 1940.
- 10. Constitutional Amendment. ish Congress tried to
- c. The repeal of Prohibition. 20's and 1930's.
- VII. d. The founding of the Federal Reserve System.

8. Here is a generalization "During the years after the First World War the United States enjoyed a period of great prosperity."

Below are some statements about this. Arrange these statements in three groups: In Full Support, Partly in Support, No Support:

- 3. a. Jobs were plentiful and wages were high.
- b. The automobile business expanded and the sale of rubber dropped. the Civil Service Reform had
- 4. c. Manufacturers enlarged their factories.
- 5. d. The number of voters increased. the Constitution.
- 6. e. The farmers did not share in this prosperity.
- 7. f. Money was easy to make and living costs were dropping.
- 8. g. The stock market was booming, and prices of stocks were increasing.
- 9. h. Child labor decreased. meaning of depression.

9. Prepare newspaper headline announcing these events:

- a. The President's signing of the Social Security Act. parity.

Act.

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a. The President's signing of the Social Security

h. Child labor decreased.

were increasing.

g. The stock market was booming, and prices of stocks

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d. The number of voters increased.

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rubber dropped.

b. The automobile business expanded and the sale of

a. Jobs were plentiful and wages were high.

in support, no support:

statements in three groups: In Full Support, Partly

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8. Here is a generalization "During the years after the

d. The founding of the Federal Reserve System.

c. The repeal of Prohibition.

Constitutional Amendment.

b. The granting of the ballot to women by a

a. The passage of the pure food law.

7. Make a time line for the following events:

- b. The signing of the Treaty of Versailles.
 - c. The fourth election of Franklin D. Roosevelt.
 - d. The passing of the Selective Service Act of 1940.
10. Name at least five ways in which Congress tried to help the farmer during the 1920's and 1930's.

VII. Minimum Essentials.

- 1. A better understanding of how changing times have often brought demands for amendments to the Constitution.
- 2. Knowledge of the danger in democracy in government unless it brings the greatest good to the greatest number.
- 3. Knowledge of the efforts of the government for recovery from the Panic of 1929.
- 4. Understanding of how the Civil Service Reform has resulted in better government.
- 5. Knowledge of the new amendments to the Constitution.
- 6. Understanding of the story of prohibition.
- 7. Knowledge of the meaning and importance of conservation.
- 8. Some understanding of the New Deal, its workings, and its success.
- 9. Some understanding of the meaning of depression.
- 10. An understanding of the following words:
 - a. depression.
 - b. prosperity.

- d. The signing of the Treaty of Versailles.
- e. The fourth election of Franklin D. Roosevelt.
- f. The passing of the Selective Service Act of 1940.
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7. Knowledge of the meaning and importance of conservatism.
8. Some understanding of the New Deal, its workings, and its success.
9. Some understanding of the meaning of depression.
10. An understanding of the following words:
 - a. depression.
 - b. prosperity.

UNIT XV. c. installment plan. Plan for All Nations.

d. New Deal.

e. public works. Great nations of the world met to

f. social security. In peace. The United States had

g. relief. settlement of disputes between nations.

h. surplus. We agreed to refer disputes

i. W.P.A. - P.W.A. - C.C.C. - R.F.C. organizations

have urged continually that we work for greater international cooperation. We have taken the lead in the use of international arbitration. America thought it might escape the effects of World War I by staying out of an active part in the affairs of Europe. It did for a while in the 1920's. But the world had become too small. Efforts to protect our own interests and to help the nations we believed in brought us into war. In December of 1941, while our government was waiting for Japan's reply to a proposal to solve the Far Eastern problem peacefully, Pearl Harbor was bombed. Our efforts toward peace, why they failed, why we entered World War II, these are a few of the problems we shall study in this our last unit of work.

1. W.P.A. - P.W.A. - C.C.C. - R.F.C.
- h. surplus.
- e. relief.
- f. social security.
- e. public works.
- d. New Deal.
- c. installment plan.

UNIT XV. The Struggle For Freedom For All Nations.

Overview.

After World War I, the great nations of the world met to draw up plans for a lasting world peace. The United States had long stood for peaceful settlement of disputes between nations. As early as in Washington's time we agreed to refer disputes to an arbitration committee. Many groups and organizations have urged continually that we work for greater international cooperation. We have taken the lead in the use of international arbitration. America thought it might escape the effects of World War I by staying out of an active part in the affairs of Europe. It did for a while in the 1920's. But the world had become too small. Efforts to protect our own interests and to help the nations we believed in brought us into war. In December of 1941, while our government was waiting for Japan's reply to a proposal to solve the Far Eastern problem peacefully, Pearl Harbor was bombed. Our efforts toward peace, why they failed, why we entered World War II, these are a few of the problems we shall study in this our last unit of work.

III. Suggested Approaches.

1. Discussion of our dependence upon other countries for our food, clothing, etc.
2. Review of the neutrality and "hands off" policy of the United States in the past.
3. Discussion of the evils of dictatorships which pupils have already learned from current events.

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I. Objectives. *Subject Matter.*

1. An understanding of our attempts to build peace from 1919 to 1939. *League of Nations - Geneva, 1919 (An Inter-)*
2. Build a background for the study of World War II.
3. Brief study of World War II to date. *- United States*
4. Explain why events in Europe and the Far East concerned America.
5. Show how America mobilized for World War II.
6. Reveal the threat to Democracy of the economic, political and social unrest in other countries. *League of Nations*
7. Understanding of efforts to date to build again toward world peace. *(a) Each delegation allowed one vote. (b) Confers on legal and constitutional*

II. Problems. *Work of Technical Organizations.*

1. What efforts were made toward building a lasting peace? *Budget.*
2. What movements threatened democracy?
3. How did the United States mobilize for World War II?
4. What efforts are afoot now toward establishing a permanent peace? *permanent members, none non-permanent.*

III. Suggested Approaches. *(a) Confers on Mandate system.*

1. Discussion of our dependence upon other countries for our food, clothing, etc. *Preparation for limitation of armament. The Secretariat*
2. Review of the neutrality and "hands off" policy of the United States in the past. *(a) Members appointed by Secretary-General of Council.*
3. Discussion of the evils of dictatorships which pupils have already learned from current events.

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2. Build a background for the study of World War II.
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1. Discussion of our dependence upon other countries for our food, clothing, etc.
2. Review of the neutrality and "hands off" policy of the United States in the past.
3. Discussion of the evils of dictatorships which pupils have already learned from current events.

IV. Outline of Subject Matter. and symbols.

1. Attempts to preserve peace after World War I.

a. The League of Nations - Geneva, 1919 (An international peace movement).

(1). Fifty-eight nations in 1937 - United States not a member.

(2). Organization.

The Assembly

(a) Consists of representatives of all members of the League.

(b) Each delegation allowed one vote.

(c) Confers on legal and constitutional questions

Work of Technical Organizations. These

Disarmament.

Budget.

Social questions.

Political questions.

The Council

(a) Five permanent members, none non-permanent.

(b) Confers on Mandate system.

Preparation for limitation or armament.

The Secretariat

(a) Members appointed by Secretary-General with approval of Council.

(b) Committee sections deal with matters

Political.

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Political.

- d. The Geneva Financial and economic.
 - (1) Minorities.
 - (2) Mandates.
- e. The Briand Disarmament.
 - (1) Opium Control.
 - International Bureaus.
- f. The League Legal.
 - (1) Registration and Publication of Treaties.
 - Publication of all League Documents in French and English.
 - (3) Why it failed.
 - The League depended for its power on the united support of the strong nations. These were not willing to trust the League with problems of disarmament and final settlement of boundary lines. Hence the League was unable to prevent wars.
- b. The World Court - 1920.
 - (1) United States not a member but represented.
 - (2) Composed of fifteen judges, four deputy judges, elected by Council and Assembly of the League.
 - (3) Hears international cases.
- c. The Washington Conference - 1921.
 - (1) Limited navies of Great Powers.
 - (2) Great Britain, Japan, France, and the United States agreed to respect island possessions.

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Publication of all League Documents in

Registration and Publication of Treaties.

Legal.

International Bureaus.

Opium Control.

Disarmament.

Mandates.

Minorities.

Financial and economic.

- d. The Geneva Conference - 1927.
 - (1) Proposed extension of 5-5-3 ration.
 - (2) Failed and no treaty signed.
 - e. The Briand-Kellogg Treaty - 1927-1928.
 - (1) 50 nations condemned war as a solution of international difficulties.
 - f. The London Conference - 1930.
 - (1) Great Britain, Japan, and the United States agreed on number and size of various war ships.
 - (2) Attempted to set a definite limit on size of navies.
 - g. The Disarmament Conference - 1932.
 - (1) Called by League at Geneva.
 - (2) United States aimed to reduce arms and navies.
 - (3) United States first nation to investigate
 - (a) Manufacturing of munitions.
 - (b) Profiteering on war supplies.
 - h. Pan-American Conference, Buenos Aires, - 1936
(Good neighbor policy for the Americas.)
 - (1) Called by President Roosevelt.
 - (2) Removed trade obstacles.
 - (3) Improved exchange.
 - (4) Re-affirmed the Monroe Doctrine.
2. Challenges to the democratic way of life.

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(2) Failed and no treaty signed.

(1) Proposed extension of S-D-S ratio.

d. The Geneva Conference - 1927.

a. The rise of Fascism.

(1) Conditions at the close of World War I-Italy.

(a) No new colonies.

(b) Unemployment.

(c) Debts.

(d) Strikes.

(e) Weak government.

(2) Mussolini and his Black Shirts march on Rome, October, 1922.

(3) Mussolini made Prime Minister by King Emmanuel III.

(a) Punishment and violence.

(b) Resignation of leaders.

(4) Fascist Oath.

(5) Pope given control over Vatican City.

(6) The Corporate State.

(a) Organizations of employers and employees.

(b) To strike is a crime.

(c) Heavy taxes.

(d) National planning.

(7) Accomplishments of Fascism.

(a) Restored peace and order.

(b) Increased production.

(c) Did away with labor troubles.

(d) People had no part in government.

(e) No liberty.

a. The rise of Fascism.

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(3) Mussolini made Prime Minister by King

Emmanuel III.

(a) Enthusiasm and violence.

(b) Resignation of leaders.

(4) Fascist Oath.

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(a) Restored peace and order.

(b) Increased production.

(c) Did away with labor troubles.

(d) People had no part in government.

(e) No liberty.

(f) No freedom of the press.

b. The Rise of Naziism.

3. (1) Conditions at the close of World War I, in Germany.

a. (a) Loss of territory and colonies.

b. (b) Worthless money.

(1) (c) Reparations to be paid.

(2) (d) Unemployment.

4. (2) Forming of the Nazi party.

a. (a) Beliefs.

b. Denounced terms of peace treaty.
1933. Exile of Jews.

c. Representation by profession.

(b) Promises of Hitler.

d. Security to workers.

5. Land to peasants.

a. Low production costs.

b. National pride and self-sufficiency.

c. Freedom from "slavery" to international bankers.

d. Attack on Pearl Harbor - December 7, 1941.

(3) Hitler made Chancellor.

a. Declaration of war.

(a) Burning of the Reichstage.

f. Formation of the United Nations (Dumbarton Oaks.)

(b) Nazis win in elections.

g. Activities within the United States.

(c) Reign of Terror.

(4) Hitler made dictator at death of Von

Hindenburg.

(5) Collection of material necessary for war.

c. Japan's invasion of China.

(1) Setting up of puppet government in Manchuria

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(a) Loss of territory and colonies.

(1) Conditions at the close of World War I, in
Germany.

6. The Rise of Nazism.

(1) No freedom of the press.

- (4) in 1931.
- (2) Cruelty and abuse of the people.
- 3. Why did the various peace efforts fail?
 - a. Conquest of small European nations by Germany.
 - b. America's policy of neutrality.
 - (1) Led to difficulties.
 - (2) Repealed later.
- 4. World War II.
 - a. Started by Japan's seizure of Manchuria - 1931.
 - b. Germany marches on Czechoslovakia and Poland - 1939.
 - c. England and France declare war on Germany, September 3, 1939.
 - d. Russia invaded in 1941.
- 5. United States in World War II.
 - a. Selective Service Act - 1940.
 - b. Lend-lease to Great Britain - 1941.
 - c. Negotiations with Japan.
 - d. Attack on Pearl Harbor - December 7, 1941.
 - e. Declaration of war.
 - f. Formation of the United Nations (Dumbarton Oaks.)
 - g. Activities within the United States.
 - (1) Sale of War bonds and stamps.
 - (2) Government control of business and industry.
 - (3) Collection of material necessary for war.
 - (4) (aluminum, tin, rubber, etc.)

- (4) Instruction in first aid, nutrition, of gardening, etc.
- (5) Red Cross Work.
- (6) Concentration centers for aliens.
- (7) Work of the F.B.I.
- (8) Rationing.
- (9) Taxation.

h. Conference between the Big 3 and Big 4.

- (1) Washington - 1941, 1942, and 1943.
- (2) Casablanca - January, 1943.
- (3) Moscow - October, 1943.
- (4) Quebec - August, 1943.
- (5) Cairo - 1943.
- (6) Teheran - 1944.
- (7) Moscow - 1945.
- (8) A.M.G. created.

i. Fighting in the War.

- (1) Concept of its being a global war.
 - (a) Implications of that concept.
- (2) Battle of Wake Island.
- (3) Seizure of Bataan.
- (4) Battle of the Coral Sea.
- (5) Battle of Midway Islands - 1942.
 - (a) Turning point of the War.
- (6) Japs driven out of the Aleutians - 1943.
- (7) Invasion of Europe.

- (4) Instruction in first aid, nutrition, gardening, etc.
- (5) Red Cross work.
- (6) Concentration centers for aliens.
- (7) Work of the F.B.I.
- (8) Rationing.
- (9) Taxation.
- h. Conference between the Big 3 and Big 4.
 - (1) Washington - 1941, 1942, and 1943.
 - (2) Casablanca - January, 1943.
 - (3) Moscow - October, 1943.
 - (4) Quebec - August, 1943.
 - (5) Cairo - 1943.
 - (6) Tehran - 1944.
 - (7) Moscow - 1945.
 - (8) A.M.O. created.
 - i. Fighting in the War.
 - (1) Concept of life being a global war.
 - (2) Implications of that concept.
 - (3) Battle of Wake Island.
 - (3) Battle of Hattin.
 - (4) Battle of the Coral Sea.
 - (5) Battle of Midway Islands - 1942.
 - (6) Turning point of the War.
 - (6) Japs driven out of the Aleutians - 1943.
 - (7) Invasion of Europe.

- (a) Began in November, 1942 - seige of Northern Africa.
 - (b) Seige of Sicily - July, 1943.
 - (c) Seige of Italy, September, 1943 - June, 1944.
 - (d) D-Day, June 6, 1944.
 - (e) Germany surrendered May 8, 1944.
- (8) Japanese surrender - V.J. Day - August 15-16, 1945.
- 6. Efforts toward peace.
 - a. Atlantic Charter - 1941 (Read).
 - b. Four Freedoms (Discuss).
 - c. The UNNRA formed.
 - d. The Dumbarton Oaks Conference - October, 1944.
 - (1) The United Nations organization.
 - (a) Structure.
 - (b) How it works.
 - (c) Compare to League of Nations.
 - e. San Francisco Conference - 1945.
- 7. Problems of the post war world.
 - a. In Europe and Asia.
 - (1) Feeding starving population.
 - (2) Return of homeless people.
 - (3) Government must be reestablished.
 - (4) Rebuilding of wasted lands and homes.
 - (5) Education must be reestablished.
 - (6) Wiping out of fears bred by Naziism and Fascism.

VI. Suggest b. At home.

1. (1) Reconversion of industries.
2. (2) Unemployment.
3. (3) Care of the wounded.
- (a) G. I. Bill of Rights.

V. References.

For pupils.

Text - Pp. 648 - 655, 687 - 694.

1. Pp. 540 - 551, 579 - 607.
 2. Pp. 508 - 518, 546 - 558.
 3. Pp. 499 - 506, 510 - 526, 587 - 603.
 5. Pp. 713 - 764, 598 - 601.
 6. Pp. 499 - 522, 525 - 546.
 9. Pp. 489 - 493, 511 - 523, 585 - 595.
 10. Pp. 272 - 279, 295 - 299.
- Current Events.

Foreign Policy Association, Inc. - Headline Books.

- (1) Made in U.S.A.
- (2) Peace in Party Platforms Pp. 11-13, 17, 18, 20, 21, 27, 29, 31, 32, 34, 35.
- (3) War Tomorrow - Will We Keep Out? Pp. 2-13, 16-19, 22-28.
- (4) America Contradicts Herself, Pp. 32-33.
- (5) Dictatorship.
- (6) War Drums and Peace Plans, Pp. 25, 32-37.

For teachers.

Borehard, Edwin M. & Lage, William P. Neutrality for the United States.

VI. Suggested Activities.

1. Draw a diagram of the League of Nations.
2. Make a list of ten of the problems facing the government today.
List the magazine references used.
3. Read an account of the mandate system that came into existence at the end of World War I. Show on an outline map of the world the various mandated territories and indicate which nations held these various mandates.
4. Explain in a written summary what is meant by totalitarian state.
5. List some ways in which the Treaty of Versailles led to the Second World War.
6. Look up and report on the reason why a person who works against his country is called a "fifth columnist".
7. On an outline map of the Pacific area locate the following places:
 - a. Pearl Harbor.
 - b. Bataan Peninsula.
 - c. Midway Island.
 - d. Corregidor Island.
 - e. Wake Island.
 - f. Aleutian Island.
 - g. Dutch Harbor.
 - h. Australia.

- i. Attu.
- j. Vladivostok.
8. Bring to class a late copy of a newspaper and discuss it with the class.
 - a. Are the headlines about important things or merely sensational happenings?
 - b. Do the stories agree with the headlines?
 - c. Do the stories appear to be based on fact or just hearsay?
 - d. Does the news seem to be real?
 - e. Are all sides of a question presented?
 - f. Do writers attempt to give proof of statements that are made?
9. Reference No. 5 - P. 770 - Study the diagram and list what each symbol means.
10. Draw up a list of the songs that were sung in World War I and revived for World War II. List those written especially for World War II.
11. Prepare a United Nations Who's Who - for United States, Britain, Russia, and China. Give brief biographical sketch of the war leaders.
12. Write a summary about "How Conquered Japan Should Be Treated".
13. In Reference No. 2 - P. 562, -Study the picture given and answer these questions:
 - a. What is the main purpose of this Conference?
 - b. What do you think is the most important thing

7. shown?
- c. Of the three leaders, who appears to be the youngest?
 - d. Why are military and naval uniforms worn?
 - e. Who might be the men in the background?
14. Make a time line of the dates of these events:
- a. The Washington Arms Conference.
 - b. The Kellogg Briand Pact.
 - c. Japanese attack on Manchuria.
 - d. The declaration of war on Germany by England.
 - e. The fall of France.
 - f. The invasion of Poland by Germany.
 - g. The attack on Pearl Harbor.
 - h. The London Arms Conference.

VII. Minimum Essentials.

1. Understanding of how Russia, Italy, and Germany became dictatorships.
2. Knowledge of the various efforts toward establishing world peace and the part played by the United States.
3. Some knowledge of World War II.
4. Understanding of the problems faced by the government after World War II.
5. Comparison of the advantages of democracy as compared to Naziism, Fascism, Communism.
6. Knowledge of the organization and importance of the United Nations.

7. Knowledge of the following words or terms:

- | | |
|---------------------|----------------------|
| a. treachery. | h. civilian defense. |
| b. Nine-Power Pact. | i. puppet state. |
| c. reparations. | j. Axis Powers. |
| d. World Court. | k. Far Pacific. |
| e. ambassador. | l. lend-lease. |
| f. dictatorship. | m. totalitarian. |
| g. appeasement. | n. Atlantic Charter. |
| o. fifth columnist. | |
| p. sabotage. | |
| q. New Order. | |
| r. Bataan. | |
| s. Corregidor. | |
| t. Four Freedoms. | |

8. Knowledge of these names:

- a. General MacArthur.
- b. Admiral Nimitz.
- c. Brigadier General Doolittle.
- d. Major-General Wainwright.
- e. Captain Colin B. Kelley.
- f. General Dwight Eisenhower.
- g. Paul V. McNutt.
- h. Cordell Hull.
- i. Major Bong.

9. Understanding that a good citizen of a democracy must earn his freedom.

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